Fairfield High School
2012-13
SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14

Fairfield High

Contact Information (School Year 2013-14)

205 East Atlantic Ave.

Fairfield, CA 94533-1626

(707) 438-3015

Principal:	Tim Halloran, Principal
Contact E-mail Address:	timh@fsusd.org
County-District-School (CDS) Code:	48705404833000

Fairfield-Suisun Unified

Contact Information (School Year 2013-14)

(707) 399-5000

www.fsusd.org

Superintendent:	Kris Corey
Contact E-mail Address:	krisc@fsusd.org

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

• For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

District Contact Information (School Year 2013-14)

Name	Fairfield-Suisun Unified
Phone Number	(707) 399-5000
Web Site	www.fsusd.org
Superintendent	Kris Corey
E-mail Address	krisc@fsusd.org
CDS Code	48705404833000

School Contact Information (School Year 2013-14)

Name	Fairfield High
Street	205 East Atlantic Ave.
City, State, Zip	Fairfield, CA 94533-1626
Phone Number	(707) 438-3015
Principal	Tim Halloran, Principal
E-mail Address	timh@fsusd.org

School Description and Mission Statement (School Year 2012-13)

Fairfield High School is a very diverse school where each student is expected to succeed. Our focus on College and Career outcomes helps our students achieve. Additionally, our focus on overall student outcome, as described by the Fairfield High School Student Success Traits, helps to ensure our students are prepared for post high school life.   Parents, students, and all school staff work together to create numerous opportunities for students' successes. Teachers utilize a wide variety of teaching strategies in order to enhance the quality of education for every student. The administration, working with students, parents, staff, and the community, create a learning environment that is free of fear, violence and drugs. The mission is to ensure that all students are provided the necessary resources to achieve success. Fairfield High School is a No Excuses University high school where the staff makes no excuses to slow student achievement. The vision guides the decisions, actions, and financial expenditures. Fairfield High School strives to meet the needs of all students by establishing a positive environment exemplified by respect, support and inclusiveness of all students, where diversity is celebrated, by providing adequate resources to support learning, promoting good communication, and providing a safe and clean environment.

Opportunities for Parental Involvement (School Year 2012-13)

The Fairfield High School staff believe that the involvement and support of the students by their parents is a key factor in student success. This involvement is encouraged through site level and district level communication, committees, school site parent-teacher groups, and school volunteer programs. Parents are included in all academic and counseling decisions regarding their student. Additionally, parents serve as classroom and library helpers, School Advisory Committee members, and other volunteer opportunities. Parents and community members also serve in booster and fund-raising clubs to assist in the purchase of materials, equipment, facility improvements, transportation for field trips, and enrichment activities.

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

• California Standards Tests(CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

• California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

• California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	39%	44%	41%	53%	56%	56%	54%	56%	55%
Mathematics	20%	20%	13%	48%	50%	51%	49%	50%	50%
Science	33%	38%	39%	52%	55%	56%	57%	60%	59%
History-Social Science	33%	40%	36%	46%	45%	47%	48%	49%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	56%	51%	56%	47%
All Students at the School	41%	13%	40%	36%
Male	39%	13%	45%	42%
Female	44%	13%	36%	31%
Black or African American	33%	9%	36%	24%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	37%	23%	N/A	40%
Filipino	49%	21%	46%	41%
Hispanic or Latino	34%	9%	28%	31%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	61%	22%	69%	54%
Two or More Races	49%	12%	44%	44%
Socioeconomically Disadvantaged	35%	10%	30%	27%
English Learners	7%	5%	5%	8%
Students with Disabilities	30%	26%	55%	18%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	44%	43%	45%	54%	51%	52%	59%	56%	57%
Mathematics	37%	34%	46%	48%	48%	51%	56%	58%	60%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Group | English-Language Arts | | | Mathematics | | |
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48%	23%	28%	50%	36%	14%
All Students at the School	55%	23%	23%	54%	36%	10%
Male	59%	23%	19%	49%	40%	10%
Female	51%	22%	26%	58%	33%	9%
Black or African American	67%	17%	16%	59%	34%	7%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	55%	18%	27%	36%	45%	18%
Filipino	58%	19%	23%	40%	52%	8%
Hispanic or Latino	60%	23%	17%	65%	31%	4%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	40%	23%	38%	38%	36%	26%
Two or More Races	44%	31%	26%	48%	42%	10%
Socioeconomically Disadvantaged	61%	23%	16%	62%	31%	7%
English Learners	96%	4%	N/A	95%	5%	N/A
Students with Disabilities	89%	3%	8%	71%	21%	7%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	18.8%	21.4%	12%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	2	3	3
Similar Schools	4	7	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	8	27	-5
Black or African American	5	-17	30
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	15	32	-23
Native Hawaiian or Pacific Islander			
White		20	-25
Two or More Races		65	-13
Socioeconomically Disadvantaged	7	26	-2
English Learners	-21	72	-14
Students with Disabilities	9	20	50

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	915	705	15,643	790	4,655,989	790
Black or African American	185	651	2,746	728	296,463	708
American Indian or Alaska Native	1		165	803	30,394	743
Asian	36	750	793	861	406,527	906
Filipino	65	772	1,425	877	121,054	867
Hispanic or Latino	313	671	5,846	754	2,438,951	744
Native Hawaiian or Pacific Islander	10		187	796	25,351	774
White	118	759	3,028	845	1,200,127	853
Two or More Races	187	745	1,453	811	125,025	824
Socioeconomically Disadvantaged	589	671	9,086	743	2,774,640	743
English Learners	204	624	3,792	714	1,482,316	721
Students with Disabilities	116	561	1,782	606	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	No	Yes
Graduation Rate	No	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	85.7%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	333
Grade 10	389
Grade 11	294
Grade 12	313
Total Enrollment	1329

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	20.1
American Indian or Alaska Native	0.2
Asian	4
Filipino	6.8
Hispanic or Latino	34.5
Native Hawaiian/Pacific Islander	1.1
White	13.2
Two or More Races	19.9
Socioeconomically Disadvantaged	60.3
English Learners	21.4
Students with Disabilities	12.9

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	20	22	21	27.8	13	11	21	21	37	7	25
Mathematics	28.9	13	23	25	27.3	16	15	20	25	18	19	20
Science	28.2	8	17	20	32.4	3	9	24	29	7	13	21
Social Science	31.9	3	6	27	31.9	3	3	22	29	7	12	17

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

Each year, Fairfield High School develops a comprehensive school-wide safety plan that includes violence prevention strategies and actions to be taken in the event of a crisis. The safety plan is tailored to specific conditions at the school each year. The school safety plan takes into account the expertise, available resources and building design, along with factors unique to Fairfield High School. A copy of Fairfield High School's plan is available at the school. The plan is reviewed at the beginning of each year by site administration with the school staff.

Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	13.66	17.2	16.3	15.53	19.7	20.6
Expulsions	1.54	0.7	0.4	0.6	0.4	0.2

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Fairfield High School is located on East Atlantic Avenue in the City of Fairfield.

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available on this site. Below is more specific information on the condition of the school and the efforts made to ensure the students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

Originally built in 1963, the newly renovated Fairfield High School currently has 83 classrooms, an extensive library/media center, drama, a stage, a multi-purpose room, a kitchen, a cafeteria, a gym with adjoining locker rooms, and an administrative and counseling facility centered on a central quad area. The campus houses a pool for competition sports, large field areas designed for football, soccer, baseball, and softball fields. The campus is well maintained with a full-time custodial team. During the 4 million dollars renovation project, upgrades provided improvements in all classrooms, the cafeteria, gymnasium, Multi-purpose Room and administration building. These improvements also included a complete renovation to the science wing, which replaced the sinks, cabinets, and lab workstations with gas spigots, flooring, tackable wall surfaces, and provided better lighting, acoustical ceilings and flooring upgrades. In 2004, a renovation to the theatre was completed to improve life safety, as well as lighting and other technology to assist in the performances. The creation of a kitchen classroom allowed Fairfield High to add to a culinary arts program to teach gourmet food preparation, and presentation. The renovation also included the replacement of the central heating system boiler with new air handling units, replacement of door hardware for accessibility and safety, interior finish and casework improvements, electrical upgrades for computer, lighting and life safety systems, as well as the replacement of restroom finishes.

Maintenance and Repair

District maintenance staff ensures that repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The District governing board has adopted Strategic Goals, which include cleaning standards for all schools in the District. (Strategic Goal #4). These standards are available at any school site and the District Office. The District's Operations Department works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school, along with the supervision of the site principal.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair/replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects

There are $515,000 in Deferred Maintenance projects budgeted for this site during the 2013-14 school year.

Modernization Projects

During the 2007-2008 school year the renovation of the former 10,957 square foot library building was completed. The original library was constructed in 1963 when the campus was built. This renovation project not only completely modernized the building and changed the configuration, but also added approximately 1,584 square feet to the actual building. Additionally, as part of the reconfiguration of the library, areas of distribution have changed. Original usage has been incorporated into the overall library area. Among these spaces, the areas previously known as the "Material Resources office", "Audio Visual Office" and "Career Exploration Center", built in 1963 but no longer needed or utilized for those purposes, have been into a new High Density Storage Text Book Room. This room has an electronic book storage system for storing high volumes of books as well as a student services window for ease of distribution. This room is used to issue textbooks, yearbooks and other student supplies and fundraising sales. The north end of the building (formally known as the reading court), which was previously underutilized for various purposes, has been expanded (by 1,584 square feet) to incorporate expanded student seating and additional book shelving. The Library circulation counter has moved from the northwest corner of the room to the eastern end in the center of the facility. This positions the location just adjacent to the main student entrance. This allows better supervision as well as the ability to control the new multi-media presentation system that has been incorporated into the facility at the western wall. It also allows a direct line of site to every corner of the new facility. The southern end of the building that formally enclosed the old attendance office (now housed in the administrative building) and four other offices and storage closets no longer used by the site, now houses the 22 student computer stations, study carrels and additional book storage. The overall library now has the ability to house at least 35,000 library book volumes compared to the 24,000 previously in circulation. The open floor seating has increased, allowing a larger number of students to utilize the area at one time. The area also allows add flexibility for specialized student services.

There are no modernization projects planned at this site during the 2013-14 school year.

New Construction Projects

There are no new construction projects planned at this site during the 2013-14 school year.

School Facility Good Repair Status (School Year 2013-14)

Using the most recent FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✔	—	—	
Interior: Interior Surfaces	✔	—	—	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✔	—	—	
Electrical: Electrical	✔	—	—	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✔	—	—	
Safety: Fire Safety, Hazardous Materials	✔	—	—	
Structural: Structural Damage, Roofs	✔	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✔	—	—	

Overall Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	—	✔	—	—

VII. Teachers

Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	77	57	57	835
Teachers without Full Credential	4	0	4	34
Teachers Teaching Outside Subject Area of Competence	0	0		N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	92	8
All Schools in District	96	4
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	96.49	3.51

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	650
Counselor (Social/Behavioral or Career Development	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

Note: Cells shaded in black or with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837 Textbooks in all core subjects are current and in good condition.	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837.	0%

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Mathematics	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837 Textbooks in all core subjects are current and in good condition.	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837..	0%
Science	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837 Textbooks in all core subjects are current and in good condition.	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837.	0%

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
History-Social Science	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837 Textbooks in all core subjects are current and in good condition.	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837.	0%
Foreign Language	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837 Textbooks in all core subjects are current and in good condition.	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837.	0%

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Health	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837 Textbooks in all core subjects are current and in good condition.	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837.	0%
Science Laboratory Equipment (grades 9-12)	Lab equipment is sufficiently available for use in all laboratory courses.	Lab equipment is sufficiently available for use in all laboratory courses.	0%
Visual and Performing Arts	All pupils have sufficient instructional materials to meet the standards. Programs are performance based. Art books for Art History classes are listed on the above-mentioned site.	All pupils have sufficient instructional materials to meet the standards. Programs are performance based. Art books for Art History classes are listed on the above-mentioned site.	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$6,137	$1,015	$5,122	$63,732
District	N/A	N/A	$4,073	$64,449
Percent Difference - School Site and District	N/A	N/A	25.75	-1.11
State	N/A	N/A	$5,537	$69,704
Percent Difference - School Site and State	N/A	N/A	-7.5	-8.57

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)

Fairfield High School offers a variety of supplemental services and programs. Services include additional classroom aide support in English Language Acquisition courses, tutoring services before school, lunchtime, and after school, additional support for students who need to pass the California High School Exit Exam, and Advanced Placement preparation. A new STEM program was implemented with an engineering/robotics focus incorporating Project Lead The Way courses. Other Career Technical Education programs were continued including Culinary Arts and Multimedia. Special Education and English Language Learner programs are in place.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$39,281	$41,461
Mid-Range Teacher Salary	$63,014	$66,132
Highest Teacher Salary	$79,009	$85,734
Average Principal Salary (Elementary)	$103,907	$107,205
Average Principal Salary (Middle)	$110,377	$111,640
Average Principal Salary (High)	$121,763	$122,627
Superintendent Salary	$259,658	$225,175
Percent of Budget for Teacher Salaries	0.41%	0.38%
Percent of Budget for Administrative Salaries	0.07%	0.05%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at http://www.calstate.edu/admission/admission.shtml.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	18.1	15.3	6.2	17	13.6	8.6	16.6	14.7	13.1
Graduation Rate	77.27	80.97	87.82	78.83	83.51	87.58	74.77	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Graduating Class of 2012

Group	School	District	State
All Students	317	1,316	418,598
Black or African American	67	238	28,078
American Indian or Alaska Native	2	15	3,123
Asian	17	80	41,700
Filipino	22	145	12,745
Hispanic or Latino	100	368	193,516
Native Hawaiian/Pacific Islander	8	17	2,585
White	55	246	127,801
Two or More Races	46	207	6,790
Socioeconomically Disadvantaged	162	544	217,915
English Learners	58	197	93,297
Students with Disabilities	27	98	31,683

Career Technical Education Programs (School Year 2012-13)

A certification program at Fairfield High School consists of a sequence of three or four years of coursework that includes curriculum developed in partnership with community and business partners. Through the pathways, courses are scaffolded to give a comprehensive view of a career pathway. Upon completion of the certification program, students receive a certificate signifying that they have mastered the skills and knowledge for successful entry level employment. The Career Technical pathways that currently exist at Fairfield High School are STEM/Engineering, Culinary Arts, Fashion Design, Multimedia, and Performing Arts.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	718
Percent of pupils completing a CTE program and earning a high school diploma	94.7
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	80

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	70.09
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	22.08

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		NA
English	2	NA
Fine and Performing Arts		NA
Foreign Language	3	NA
Mathematics	4	NA
Science	4	NA
Social Science	2	NA
All courses	15	5.3

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Fairfield High School has an early release Wednesday each week where each teacher participates in collaboration/professional development. The district sponsors a plethora of professional development in several areas where teachers can choose to participate. Further, the district sponsors many professional development opportunities in mathematics and English Language Arts during the regular school day. When teachers are involved in regular school day professional development, substitute teachers are placed in the classroom. In some instances, professional development is offered on Saturdays. Fairfield High School's professional development is focused in improving instructional strategies/techniques.