

Executive Summary School Accountability Report Card, 2011–12

For Fallbrook High

Address:	2400 South Stage Coach Ln., Fallbrook, CA, 92028	Phone:	(760) 723-6300
Principal:	Rod King, Principal	Grade Span:	9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Fallbrook Union High School, established in 1893, is the single comprehensive high school located within the 350+ square mile Fallbrook Union High School District. Fallbrook is the second oldest high school in San Diego County and is ideally situated between Los Angeles and San Diego. Fallbrook High serves a predominantly agricultural community that includes Fallbrook, Bonsall, Vallecitos, the Pala Indian Reservation and Fallbrook Naval Weapons Station and portions of the Camp Pendleton Marine Corps Base. In recent years the Fallbrook Community, like the nation, has been hit hard by the struggling economy. Construction has slowed down, real property values have decreased severely and unemployment is up. These factors have played a large part in declining enrollment recently experienced by the district. The Fallbrook Union High School district continues to develop and review the Ten Year Master Plan of district needs.

Fallbrook Union High School has a population, as reflected in the October 2011 CBEDS, of 2633 students.

Student Enrollment

Group	Enrollment
Number of students	2,633
Black or African American	2.2%
American Indian or Alaska Native	0.7%
Asian	1.1%

Filipino	1.4%
Hispanic or Latino	56.1%
Native Hawaiian or Pacific Islander	0.3%
White	34.6%
Two or More Races	3.3%
Socioeconomically Disadvantaged	61.1%
English Learners	37.3%
Students with Disabilities	9.5%

Teachers

Indicator	Teachers
Teachers with full credential	117.4
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	1

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	51%
Mathematics	34%
Science	55%
History-Social Science	45%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	751
Statewide Rank (from 2011 Base API Report)	5
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria	Met 13 of

Possible	22
2012–13 Program Improvement Status (PI Year)	Year 3

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

The overall rating of the campus is considered "FAIR".

Repairs Needed

- Mechanical and HVAC related
- Interior systems
- Electrical systems
- Restrooms/Fountains
- Structural/Roof repair
- External areas

Corrective Actions Taken or Planned

- More than 50 percent of the HVAC systems are more than 15 years old and are coming to the end of their designed life cycle. With a new preventative maintenance and inspection program the current HVAC systems can be extended another 10 years before replacement is required.
- A large number of classrooms will need to be painted as part of a 7-10 year cycle. To include removal and replacement of existing flooring (carpet and floor tile). Painting should also include hallways, restrooms, and other locations where students and staff gather. Painting repairs include installation of wall covering and drywall.
- The District contracts with a private contractor to provide pest control services and bi-monthly spraying for pest control. Other contractor provides pest control for the gopher problems in the fields to include spot eradication and bi-monthly treatment in all grass fields and problematic areas on campus.
- There are several areas on the FHS campus that need electrical repairs to include building 50 to replace the existing transformer and update all the wiring in the building.
- The current PA system needs to be replaced with an up-to-date unit to include additional areas of coverage on campus. Work will also include repairing the PA system at the football/track stadium.

- To increase safety around campus additional lighting has been installed with additional locations which have been identified for retrofit.
- The school site is in dire need of additional restroom facilities to include retrofitting with water saving devices. Retrofitting the current restroom facilities will reduce the overall water usage and provide a more modern facility for the students. There are a number of water fountain on campus (including chilled water units).
- Several older buildings will be required to have the roofs replaced due to more than 20 years of age. Buildings are currently repaired as needed with long-term patching and repairs. Current roof systems are considered “POOR”.
- Additional security fencing will be required to be installed at several locations on campus to ‘lock-down’ the campus for safety reasons. The grounds are maintained, but there will be a need to update the grounds with additional irrigation controls and related hardware. Additional asphalt/slurry of the blacktop will be required to extend the life to the blacktops.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	60%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,175
District	\$6,413
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	88.35

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	99.41%
Graduates Who Completed All Courses Required for University of California or California State University Admission	37.4%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Fallbrook High	District Name	Fallbrook Union

			High
Street	2400 South Stage Coach Lane	Phone Number	(760) 723-6332
City, State, Zip	Fallbrook, CA, 92028	Web Site	www.fuhisd.net
Phone Number	(760) 723-6300	Superintendent	Dale Mitchell
Principal	Rod King, Principal	E-mail Address	dmitchell@fuhisd.net
E-mail Address	rking@fuhisd.net	CDS Code	37681223732179

School Description and Mission Statement (School Year 2011–12)

Fallbrook High School, established in 1893, is the single comprehensive high school located within the 350+ square mile Fallbrook Union High School District. Fallbrook is the second oldest high school in San Diego County and is ideally situated between Los Angeles and San Diego. Fallbrook High serves a predominantly agricultural community that includes Fallbrook, Bonsall, Vallecitos, the Pala Indian Reservation, Fallbrook Naval Weapons Station and portions of the Camp Pendleton Marine Corps Base. In recent years, the Fallbrook community, like the nation, has been hit hard by the struggling economy. Construction has slowed down, real property values have decreased severely, and unemployment is up. These factors have played a large part in declining enrollment recently experienced by the district. The Fallbrook Union High School District continues to develop and review the Ten Year Master Plan of district needs.

After a series of conferences, presentations, professional development, and school-wide discussions, Fallbrook Union High School has become a data driven organization. As a staff, we are committed to gathering data regarding academics, behavior, and school culture and using this information to influence programs and services. Our current efforts focus on refining our data gathering, interpreting data to improve instruction, and making data more accessible for all stakeholders. This shift to data driven decision-making has developed in tandem with the move towards standards based learning. In the context of these changes, the curriculum for all core classes has shifted to college preparatory, allowing all students access and opportunity to academic rigor, and the staff has begun conversation and implementation for our Response to Intervention.

Intervention Programs

Currently, all freshman and sophomores who are far below basic in the English Language Arts portion of the California Standards Test are placed into a blocked English class using the research based Read 180 program. Those students who are testing at below basic are enrolled in P English 9 and a Strategic English support class. In the math department, students scoring at far below basic are enrolled in both a Pre-Algebra course and a Strategic Math support course for their freshman year. Students who scored at below basic as 8th graders are placed into two a period math program with P Algebra and Strategic Algebra support course. In addition, at the seven week progress report, freshmen who have the skills to succeed but who have chosen not to be successful in an academic environment will be placed into a Freshman Advisory course in lieu of their elective. During this course, students will have a credentialed teacher and the support of peer mentors, trained by the Link Crew Program. The freshmen will learn study skills, team building skills, organizational skills, and accountability and self-advocacy in order to become more successful students and to feel connected to Fallbrook Union High School.

Pacing Guides and Benchmarks

All core departments are in varying stages of updating pacing guides and benchmark assessments. Staff members are consistently doing this work throughout the school year in conjunction with members of the San Diego County Office of Education. In addition, common course assessment data is being analyzed with the goal of being able to identify and share effective teaching practices.

English Language Learners Reorganization

With the creation of the EL Coordinator position, Fallbrook Union High School began to restructure the ELD department and the placement of students. We continue to add transitional courses, as needed, in the English department and have additional sections in all transitional courses, allowing more students access to this support. In addition, both the EL Coordinator and Department Chair have opened communication and provided more information to the staff regarding general information and specific information for individual students. Throughout the school year, we continued to place an emphasis on this student population.

Opportunities for Parental Involvement (School Year 2011–12)

Name	Administration Contact	Parent/Teacher Contact
Parent Teacher Student Association (PTSA)	Rod King, Principal, x-3102	Jill Alperstein x-3103
Curriculum Advisory Committee	Jim Yahr, Asst. Superintendent, x-6494	
English Learner Advisory Committee (ELAC)	Adam Dawson, Assistant Principal x-3112	Dinora Mendoza x- 2110
Family Life Committee	Jim Yahr, Asst. Superintendent, x-6494	Debbie Schafnitz, x-2401
GATE Parent Advisory Committee	Nicole Miller, Assistant Principal x-3201	Connie Fellios x-3110
Migrant Education	Nicole Miller, Assistant Principal x-3201	Mary Gonzales x-2092
Parent/Teen Project	Adam Dawson, Assistant Principal x-3115	
School Safety Committee	John Hayek, Assistant Principal x-3111	
Agriculture (AG) Booster Program		Doug Sehnert x-2509
Associated Student Body (ASB)	Mike Lilly, ASB Director x-3501	
Athletic Booster Programs	Patrick Walker, Athletic Director x-3610	
Band Booster Program		Victor Torres, Band Director x-2301
Choral Booster Program		Heather Smith, Choral Director x-2302
WASC Focus Groups	Rod King, Principal x-3102	Michael Nagaran, WASC Coordinator x-2091
Wellness Advisory Committee	Jim Yahr, Asst. Superintendent, x-6494	

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	2
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	712
Grade 3	0	Grade 10	649
Grade 4	0	Grade 11	608
Grade 5	0	Grade 12	661
Grade 6	0	Ungraded Secondary	1
Grade 7	0	Total Enrollment	2,633

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	2.2%
American Indian or Alaska Native	0.7%
Asian	1.1%
Filipino	1.4%
Hispanic or Latino	56.1%
Native Hawaiian or Pacific Islander	0.3%
White	34.6%
Two or More Races	3.3%
Socioeconomically Disadvantaged	61.1%
English Learners	37.3%
Students with Disabilities	9.5%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	20	58	14	23.7	38	39	30	30.3	14	21	55
Mathematics	20	40	35	7	21.4	50	38	20	28.4	14	41	29
Science	26	13	48	6	28.1	7	40	12	31.3	4	23	29
Social	26	12	35	11	29.8	6	22	33	29.0	9	20	26

Science											
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* 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.

III. School Climate

School Safety Plan (School Year 2011–12)

The FUHS Comprehensive School Safety Plan was adjusted to meet the needs of the 2011-2012 school year. The plan is annually reviewed by the FUHS School Safety Committee and FUHS School Site Council. This plan was presented to the FUHSD Board of Trustees in February 2012. The 3-in-1 Fire/Safety Evacuation Drills were conducted in the fall and integrated “Lockdown” and “Duck & Cover” drills. A “Fire/Evacuation Drill” immediately followed. An additional Fire/Evacuation Drill took place in the Spring Semester. FUHS also conducted two real-time evacuation exercises with law enforcement personnel present. Representatives from the SD Sheriff’s Office surveyed the FUHS campus in the spring of 2012 after these live exercises for their Computer-Aided Display (CAD) system.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	24.6	13.60%	8.24%	25.2	18.10%	9.86%
Expulsions	0.9	1.00%	0.93%	0.9	1.00%	1.16%

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

Fallbrook Union High School provides an excellent climate for learning, one that is safe, orderly and clean. The FHS campus environment is maintained by the District Maintenance and Custodial Staff. The District has adopted the A-Service cleaning standard and schedule.

FHS provides a safe and secure environment for students and staff. The campus is monitored by six campus supervisors with assistance from three assistant principals, the school principal and through the use of twenty-eight on site digital cameras. FHS consists of 52 buildings divided into 120 classrooms, a library, two gyms, a multipurpose room, administrative offices, a cafeteria and snack area, boys and girls locker rooms, weight rooms, counseling offices, supply rooms, a book room and reprographics center among other facilities.

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

- **Mechanical/HVAC and related.**

The HVAC and mechanical systems were updated during the past bond measure (circa 1995). Included in this update were the addition of new air handlers and a chiller tower. More than half of the HVAC systems are more than 15 years old and are coming to the end of their designed life cycle. With a new preventative maintenance and inspection program, the current HVAC systems can be extended another 10 years before replacement is required. The HVAC systems on campus are considered in "FAIR" condition.

The food services/cafeteria walk-in refrigerators and freezers are less than 5 years old and "Exemplary". Equipment in the cafeteria and ROP kitchen are in good shape. With a preventative maintenance program, the equipment will last at least 10 years before it will need to be evaluated for replacement.

- **Interior: Interior systems:**

A large number of classrooms are due to be painted (as part of a 7-10 year cycle). Painting would include removal and replacement of existing flooring (carpet, floor tile, wall coverings and drywall). Painting should also include hallways, restrooms, and other locations where students and staff gather. Existing surfaces are in "FAIR" condition.

- **Cleanliness: Overall cleanliness, pest/vermin control:**

The overall cleanliness of the high school (classrooms, restrooms, and other buildings) are considered in "FAIR" condition. Recent budget reductions have resulted in decreased custodial staff, which has resulted in reduced cleaning of these areas.

The District contracts with a private contractor to provide pest control services and bi-monthly spraying for pest control. Other contractor provides pest control for the gopher problems in the fields to include spot eradication and bi-monthly treatment in all grass fields and problematic areas on campus.

- **Electrical: Electrical systems and related:**

There are several areas on the FHS campus that need electrical repairs; in particular, the existing transformer located in Room 50 needs to be replaced, along with an update to all wiring in the building.

The current PA system needs to be replaced with an up-to-date unit that will extend coverage to all areas on campus. Work will also include repairing the PA system at the football/track stadium.

Additional lighting has been installed to enhance campus safety. Additional locations have been identified for retrofit.

- **Restroom/Fountains: Restrooms, sinks, and fountains:**

The school site is in dire need of additional restroom facilities. Retrofitting these area with water saving devices is also needed in order to reduce the overall water usage and provide a more modern facility for the students. There are a number of water fountain on campus, including chilled water units. Most students prefer to purchase bottle water or bring their own. The current facilities are considered "FAIR".

- **Safety: Fire Safety, Hazardous Materials;**

Fire extinguishers are located in all classrooms and other designated areas on campus. There is also an active fire alarm/intruder alarm system that is monitored by an outside agency. Hazardous materials are stored in the appropriate locations and are removed in accordance with county, state and federal guidelines.

- **Structural Damage and Roofs:**

Several buildings have rooftops more than 20 years of age and are in need of replacement. Currently, buildings are repaired on an as-needed basis. Current roof systems are considered "POOR".

- **External: Playground/School Grounds, Windows/Doors/Gates/Fences:**

Additional security fencing needs to installed at several locations on campus in order to increase campus safety. Campus grounds are maintained, however, an irrigation controls (and related hardware) are due for an update. In order to extend the life of current blacktop surfaces, a slurry seal is needed. The current blacktops are considered "FAIR".

- **Overall Rating: Campus-wide**

Overall the campus facilities are in "FAIR" condition, which could be improved through receipt of additional funding for maintenance and operations.

No complaints were filed regarding facilities in the school year 2011-2012.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or
	Exemplary	Good	Fair	Poor	

					Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X		HVAC
Interior: Interior Surfaces			X		Painting
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			X		Preventive Maintenance
Electrical: Electrical			X		PA System
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X		Retrofitting/Water Saving Devices
Safety: Fire Safety, Hazardous Materials			X		
Structural: Structural Damage, Roofs				X	Aged/need of repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X		Additional fencing for security, blacktop slurry seal
Overall Rating			FAIR		

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	124.2	114.4	117.4	128.4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	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 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	658
Counselor (Social/Behavioral or Career Development)	1.0	
Library Media Teacher (librarian)	0.0	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	2.0	

Social Worker	0.0	
Nurse	0.0	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-teaching)	0.0	
Other	.8	

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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 instructional materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Name/Publisher/Approval Literature & Language Arts Blue/Holt/2004 Literature & Language Arts Aqua/Holt/2004 Literature & Language Arts Gold/Holt/2004 Literature & Language Arts Purple/Holt/2004 Holt Handbook Grade 9/Holt/2005 Holt Handbook Grade 10/Holt/2007 Holt Handbook Grade 11/Holt/2006 Holt Hnadbook Grade 12/Holt/2006 The English Tradition, Prentice Hall 2008 Visions Green, Thomson & Heinle 2004 Visions Red, Thomson & Heinle 2004 Visions Blue, Thomson & Heinle 2004 Visions Purple, Thomson & Heinle 2004 Writer’s Choice	Yes	0

	<p>Blue/Glencoe/1999 Writer's Choice Gold/Glencoe/1999 Writer's Choice Green/Glencoe/1999 Writer's Choice Red/Glencoe/1999 Perrine's Sound & Sense, Thomas/Wadsworth 2008 Perrine's Story and Structure, Rosenberg 2006 Prentice Hall Literature Gold 2002 Prentice Hall Literature Platinum 2002 Prentice Hall Literature, World Masterpieces, Pearson-Prentice Hall, 2008 The Writer's Options, Addison Wesley 2006 Short Prose Reader, McGraw Hill 2006 Norton anthology of Poetry, W W Norton 2003 Sound and Sense, Thomas Wadsworth/McDougal Littell 2008 Mythology, Little Brown & Company, 2009 Grammar Sense 1, 2 & 3 2004 Grammar in Context 3 2001 READ 180 Enterprise Scholastic 2005 SRA Corrective Reading, McGraw-Hill 2008</p>		
Mathematics	<p>Name/Publisher/Approval Algebra Readiness, Holt, 2008 Algebra Concepts, Skills and Problem Solving, Glencoe, 2009 Algebra Structure and method Book 1, McDougal Littell, 2009 Geometry Concepts and Skills, McDougal Littell, 2009 Geometry, McDougal Littell, 2009 Geometry, Houghton Mifflin, 2008 Algebra Trigonometry and Structure and Method book 2, McDougal Littell, 2009 Algebra and Trigonometry, Pearson/Prentice Hall, 2008 Pre-Calculus, Pearson/Prentice Hall, 2009 Calculus I with Pre-Calculus, Houghton Mifflin, 2007 Calculus 7th Edition, Houghton Mifflin, 2008 Elementary Statistics, Pearson Learning, 2008</p>	Yes	0

<p>Science</p>	<p>Name/Publisher/Approval Biology, Glencoe McGraw Hill 2008 Biology, AP Edition, Pearson-Benjamin 2008 Biology Concepts & Application, Thomas/Brooks/Cole 2008 Chemistry Principles and Reactions, (Thomson/Brooks/Cole) 2006 Conceptual Physics, Pearson-Prentice Hall 2008 Earth Science, McDougal Littell 2008 Fundamentals of Physics, John Wiley and Sons 2008 Introduction to the Human Body (the Essentials of Anatomy and Physiology), John Wiley and Sons 2008 Modern Lifestock & Poultry Production, Delman/Cengage Learning 2009 Physics Principles with Applications 2008 World of Chemistry, McDougal Littell 2008</p>	<p>Yes</p>	<p>0</p>
<p>History-Social Science</p>	<p>Name/Publisher/Approval Modern World History/McDougal Littell/2007 History of the Modern World, McGraw Hill 2006 World History-Pacemaker, Globe Fearon 2006 The Americans, McDougall Littell 2007 American Pageant, Houghton Mifflin 2007 United States History-Pacemaker, Globe Fearon 2006 Economics, Principles in Action/Prentice Hall/2007 Economics-Pacemaker, Globe Fearon 2006 Magruder's American Government/Prentice Hall/2007 American Government-Pacemaker, Globe Fearon 2006 American Government: Inst & policies, DC Heath 2002 Gov't in America, People, Politics & Policy, Pearson 2007</p>	<p>Yes</p>	<p>0</p>
<p>Foreign Language</p>	<p>Name/Publisher/Approval Abriendo Puertas, Vol. 1, McDougal Littell 2002 Abriendo Puertas, Vol. 2, McDougal Littell 2002 Preparing for the Lang. Exam Prentice Hall/Pearson 2006</p>	<p>Yes</p>	<p>0</p>

	<p>Galeria-de Arte y Vida, Glencoe McGraw-Hill 2001</p> <p>Discovering French 1, McDougal Littell 2000</p> <p>Discovering French 2, McDougal Littell 2000</p> <p>Discovering French 3, McDougal Littell 2000</p> <p>En Bonne forme, Houghton Mifflin 2004</p> <p>Anthology of Advanced Placement French Literature 2004 Exam, Wayside 2004</p> <p>En bonne forme – workbook, Houghton Mifflin 2004</p> <p>A Basic Course in ASL, T. J. Publishers 2006</p> <p>Intermediate Conversational Sign Language, Gallaudet University Press 2006</p> <p>Conversational Sign Language, Gallaudet University Press 2006</p> <p>En Espanol Uno, McDougall Littell 2000</p> <p>En Espanol Dos, McDougal Littell 2000</p> <p>En Espanol Tres, McDougal Littell 2000</p> <p>Nuestro Mundo, Heath/McDougal Littell 2001</p>		
Health	Lifetime Health/Holt/2004	Yes	0
Visual and Performing Arts	<p>Name/Publisher/Approval</p> <p>The Visual Experience, Davis Publications, 2008</p> <p>The Art of Movie Making: Script to Screen, Prentice Hall 2007</p> <p>Art History, Prentice Hall 1999</p> <p>Art Talk, Glencoe 2000</p> <p>Music in Theory and Practice, McGraw Hill 2006</p> <p>Experience Clay, Davis Publications, 2003</p> <p>Ceramics, A Potters Handbook, Harcourt Brace Publisher, 5th edition, 1994</p> <p>Discovering Drawing, Davis Publications, 2007</p> <p>The Annotated Mona Lisa, Andrews and McNeel,1992</p>	Yes	60%
Science Laboratory Equipment (grades 9-12)	Science Laboratory equipment is available for students enrolled in the laboratory science courses offered at the school.	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,341	\$2,166	\$4,177	\$73,269
District			\$6,413	\$70,332
Percent Difference – School Site and District			-34.9%	4.2%
State			\$5,455	\$69,265
Percent Difference – School Site and State			-23.4%	5.8%

Note: Cells shaded in black 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 2011–12)

In 2011-2012, the total operating costs of the FUHSD were 27,085,924. This amount was derived from funds received from general education, special education, and for federal, state, and local projects. Funds were also received from the CA state lottery. These funds were spent for classroom related activities, such as teachers, instructional aides, books supplies, equipment, as well as district support services, school administration, district administration, transportation, maintenance, and operations. Special categorical revenue was received for the following programs: Title 1, Title III, EIA/LEP, and Agriculture.

Supplemental services provided to students at FHS include, but are not limited to:

- Freshman Advisory
- CAHSEE Test Prep Classes
- Math Remediation Classes

English/LA Remediation
 READ 180 Reading Remediation
 SIA After School Tutorial Program
 The Learning Center-credit recovery
 ELD Support classes
 SRA Reading Classes
 Palomar College Placement Testing
 College and Financial Aid Counseling
 Palomar Family Counseling
 ASSETS After School Program

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,675	\$41,866
Mid-Range Teacher Salary	\$69,559	\$66,197
Highest Teacher Salary	\$86,001	\$85,232
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$113,596	\$116,591
Superintendent Salary	\$170,000	\$151,264
Percent of Budget for Teacher Salaries	35.00%	36.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

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

IX. 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		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	51%	51%	51%	49%	49%	49%	52%	54%	56%
Mathematics	31%	33%	34%	30%	32%	32%	48%	50%	51%
Science	49%	47%	55%	47%	46%	52%	54%	57%	60%
History-Social Science	50%	48%	45%	46%	45%	42%	44%	48%	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	49%	32%	52%	42%
All Students at the School	51%	34%	55%	45%
Male	47%	33%	55%	49%

Female	55%	35%	54%	41%
Black or African American	46%	19%	0%	42%
American Indian or Alaska Native	36%	0%	0%	0%
Asian	82%	53%	0%	77%
Filipino	76%	36%	67%	65%
Hispanic or Latino	38%	28%	40%	34%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	69%	42%	73%	60%
Two or More Races	58%	44%	67%	50%
Socioeconomically Disadvantaged	39%	28%	38%	38%
English Learners	11%	12%	9%	7%
Students with Disabilities	18%	13%	17%	17%
Students Receiving Migrant Education Services	28%	18%	13%	21%

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 ESEA, also known as 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		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	59%	63%	58%	57%	62%	57%	54%	59%	56%
Mathematics	55%	58%	58%	53%	56%	57%	54%	56%	58%

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)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	43%	25%	33%	43%	36%	21%
All Students at the School	42%	25%	34%	42%	36%	23%
Male	46%	26%	28%	42%	34%	23%
Female	36%	24%	40%	41%	37%	22%
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino	17%	33%	50%	17%	58%	25%
Hispanic or Latino	57%	25%	18%	54%	30%	16%
Native Hawaiian or Pacific Islander						
White	20%	24%	56%	24%	43%	32%
Two or More Races	27%	23%	50%	32%	36%	32%
Socioeconomically Disadvantaged	58%	24%	18%	56%	29%	16%
English Learners	88%	10%	1%	86%	12%	2%
Students with Disabilities	82%	7%	11%	82%	16%	2%
Students Receiving Migrant Education Services	79%	11%	10%	74%	19%	7%

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 Physical Fitness Test Results (School Year 2011–12)

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 Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	20.80%	21.60%	42.70%

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.

X. 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	2009	2010	2011
Statewide	6	6	5
Similar Schools	8	9	8

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	4	-4	0
Black or African American			
American Indian or Alaska Native			

Asian			
Filipino			
Hispanic or Latino	13	9	-8
Native Hawaiian or Pacific Islander			
White	7	-15	3
Two or More Races			
Socioeconomically Disadvantaged	30	-2	-25
English Learners	27	12	-9
Students with Disabilities	-21	-26	29

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 – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,735	751	1,899	743	4,664,264	788
Black or African American	32	735	38	722	313,201	710
American Indian or Alaska Native	10		13	727	31,606	742
Asian	17	913	19	890	404,670	905
Filipino	25	832	25	832	124,824	869
Hispanic or Latino	985	700	1,079	694	2,425,230	740
Native Hawaiian or Pacific Islander	6		6		26,563	775
White	610	819	666	811	1,221,860	853
Two or More Races	50	823	53	811	88,428	849
Socioeconomically Disadvantaged	1,036	698	1,145	693	2,779,680	737
English Learners	703	667	770	661	1,530,297	716
Students with Disabilities	175	507	180	507	530,935	607

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 2011–12)

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

Federal Intervention Program (School Year 2012–13)

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	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		33.3%

Note: Cells shaded in black do not require data.

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 course 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/>. (Outside source)

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>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate		7.2	6.1		9.4	7.6		16.6	14.4
Graduation Rate		87.87	88.35		83.87	85.83		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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.

Group	Graduating Class of 2012		
	School	District	State

All Students	89%	86%	N/D
Black or African American	87%	87%	N/D
American Indian or Alaska Native	100%	87%	N/D
Asian	86%	88%	N/D
Filipino	89%	89%	N/D
Hispanic or Latino	85%	81%	N/D
Native Hawaiian or Pacific Islander	100%	100%	N/D
White	94%	93%	N/D
Two or More Races	90%	90%	N/D
Socioeconomically Disadvantaged	87%	84%	N/D
English Learners	65%	61%	N/D
Students with Disabilities	79%	79%	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

Fallbrook High School has 12 career technical education pathways. Three of the pathways are in agriculture: Ag Mechanics, Horticulture and Animal Science. Two pathways are in the arts media and entertainment area: Television and Video Production and Computers and Graphic Arts. Other pathways include Child Development and Child Care Careers; Fashion Design and Fashion Merchandising; Food Service and Hospitality; Machining and Welding Technology; Construction and Cabinet Making; Vehicle Maintenance Service and Repair; and Geographic Information Systems. All pathways include at least a 2 year sequence of courses. Follow-up studies of CTE completers show that more than 98% of the graduating students are attending college, working or in the military within 6 months of leaving high school.

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	1337
Percent of pupils completing a CTE program and earning a high school diploma	94.14%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25%

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	63.0%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	37.4%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	2	
Fine and Performing Arts	3	
Foreign Language	3	
Mathematics	1	
Science	2	
Social Science	3	
All courses	14	2.8%

Note: Cells shaded in black do not require data. *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.

In August 2007 FUHSD implemented a common-planning schedule which included 1 hour departmental meetings during 26 out of 32 Monday mornings. The common-planning schedule was adopted again for the 2010--2011 school year.

Professional development has also been accomplished through in-house coaching, administrative coaching through San Marcos Unified School District, and conferences and workshops conducted through outside agencies and through the SDCOE. Peer assistance through the BTSA program is also available to FUHSD and FHS staff.