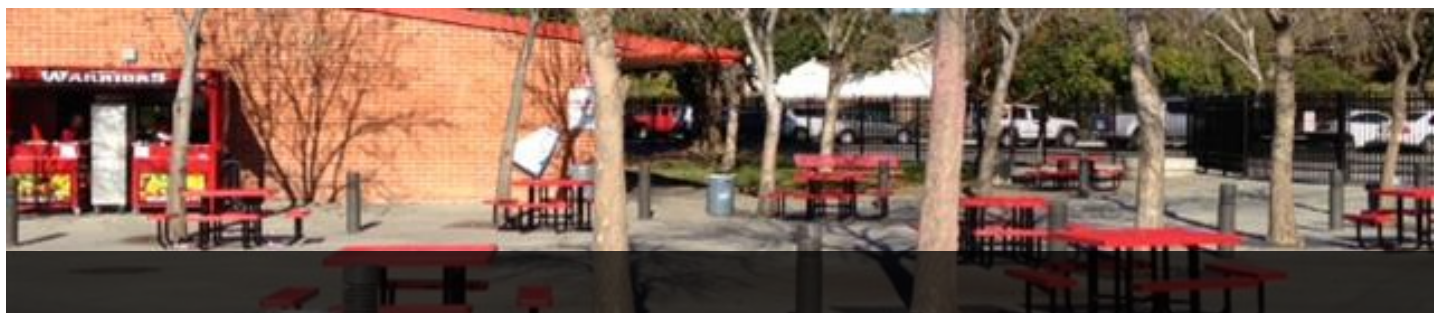


# Fallbrook Union High School



## Rod King, Principal

Principal, Fallbrook Union High School

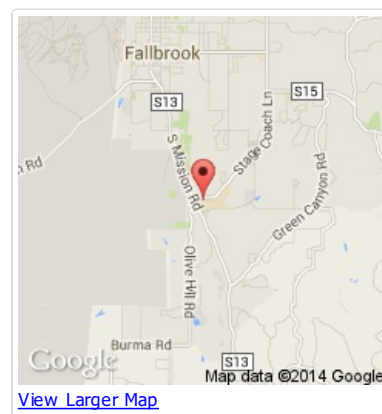
### About Our School

As I begin my eighth year as principal of Fallbrook Union High School, I have been reflecting on all the great things accomplished by our student-centered learning community. Our collaborative spirit is evident on many fronts. Even in this challenging economic climate, we continue to provide a rigorous learning environment complimented by a variety of extra-curricular activities and a competitive athletic program. There is truly something for every student at Fallbrook Union High School!

### Contact

2400 South Stage Coach Lane  
Fallbrook, CA  
92028

Phone: 760-723-6300  
E-mail: [rking@fuhisd.net](mailto:rking@fuhisd.net)



[View Larger Map](#)

## Data and Access

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](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

## DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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](#).

## About This School

### Contact Information (School Year 2012-13)

| School                                   |  |
|--|--|
| <b>School Name</b>                       | Fallbrook Union High School                            |
| <b>Street</b>                            | 2400 South Stage Coach Lane                            |
| <b>City, State, Zip</b>                  | Fallbrook, Ca, 92028                                   |
| <b>Phone Number</b>                      | 760-723-6300   |
| <b>Principal</b>                         | Rod King, Principal                                    |
| <b>E-mail Address</b>                    | <a href="mailto:rking@fuhisd.net">rking@fuhisd.net</a> |
| <b>County-District-School (CDS) Code</b> | 37681223732179   |

| District                         |  |
|----------------------------------|--|
| <b>District Name</b>             | Fallbrook Union High   |
| <b>Phone Number</b>              | (760) 723-6332   |
| <b>Web Site</b>                  | <a href="http://www.fuhisd.net">www.fuhisd.net</a>             |
| <b>Superintendent First Name</b> | Dale   |
| <b>Superintendent Last Name</b>  | Mitchell   |
| <b>E-mail Address</b>            | <a href="mailto:dmitchell@fuhisd.net">dmitchell@fuhisd.net</a> |

Last updated: 1/21/2014

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

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. In addition, voting residents of one of the FUHSD feeder districts, Bonsall Union School District, will open classes to Grades 9 - 12 beginning in 2014. These factors have played a large part in declining enrollment recently experienced by the district. Fallbrook Union High School has a population, as reflected in the October 2012 CBEDS, of 2496 students. 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.

*Last updated: 1/21/2014*

## Opportunities for Parental Involvement (School Year 2012-13)

### **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 Regina Zurbano, 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

*Last updated: 1/21/2014*

# 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.
- **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.

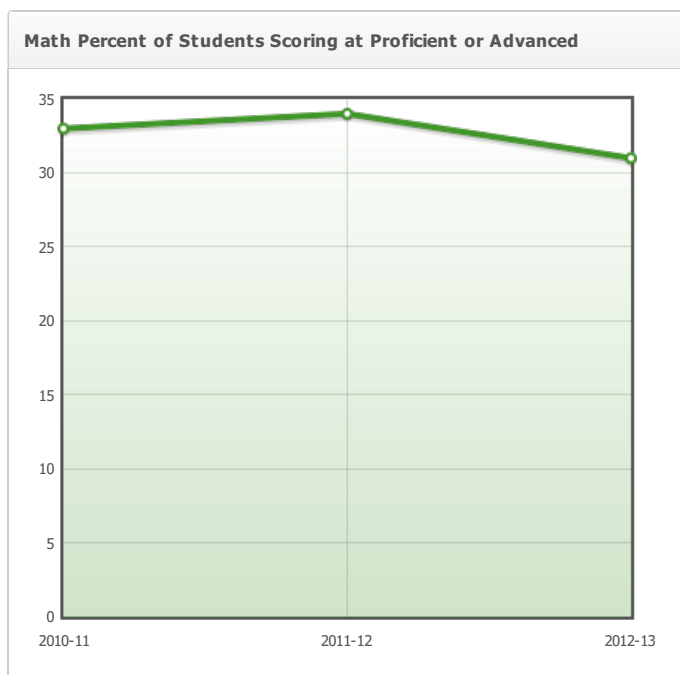
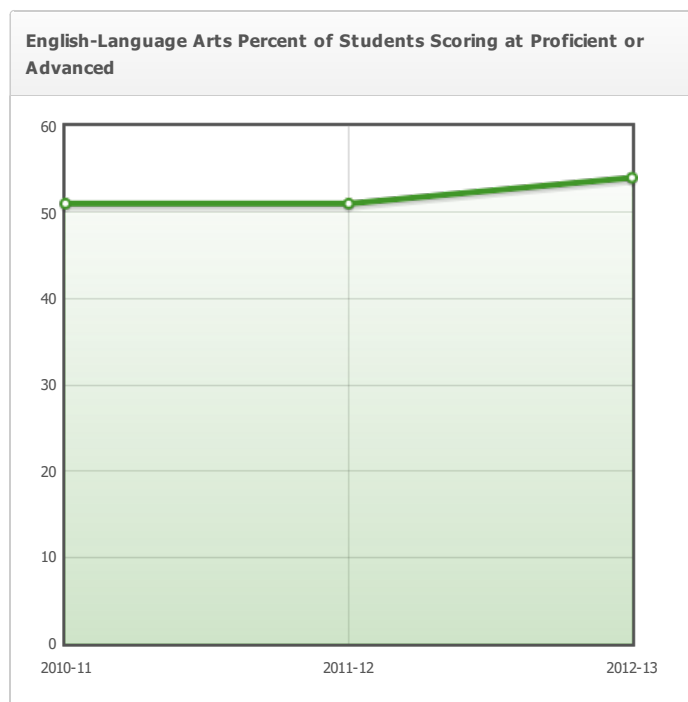
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

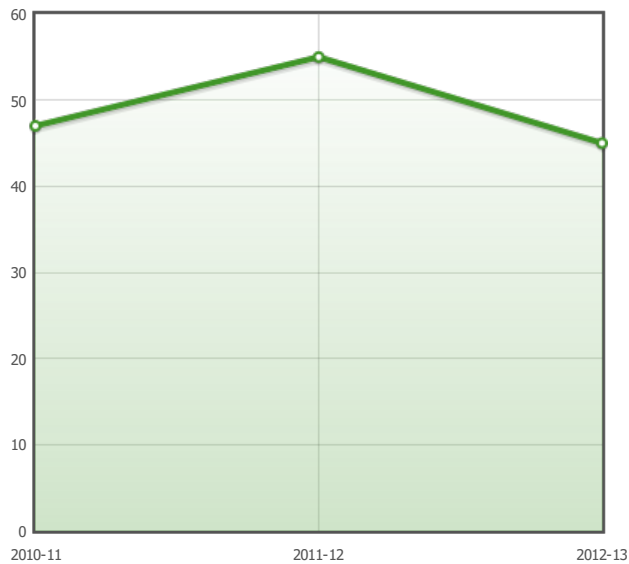
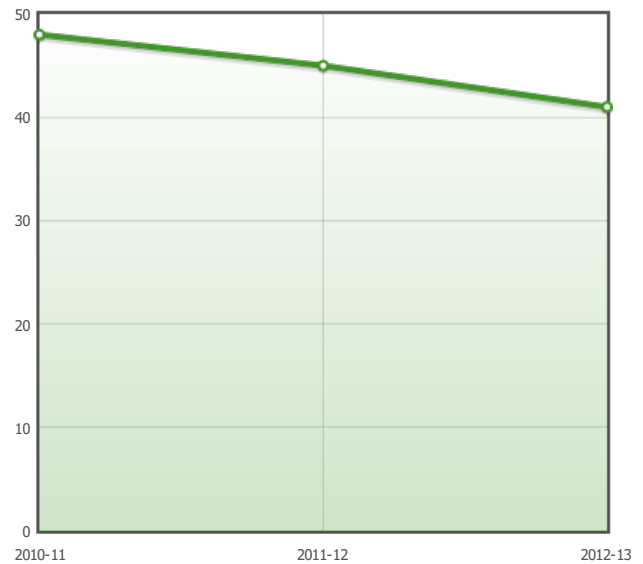
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

## 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  | 51%  | 51%     | 54%     | 49%      | 49%     | 52%     | 54%     | 56%     | 55%     |
| Mathematics            | 33%  | 34%     | 31%     | 32%      | 32%     | 30%     | 49%     | 50%     | 50%     |
| Science                | 47%  | 55%     | 45%     | 46%      | 52%     | 44%     | 57%     | 60%     | 59%     |
| History-Social Science | 48%  | 45%     | 41%     | 45%      | 42%     | 39%     | 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.



**Science Percent of Students Scoring at Proficient or Advanced****History Percent of Students Scoring at Proficient or Advanced**

Last updated: 1/21/2014

**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                       | 52%   | 30%         | 44%     | 39%                    |
| All Students at the School                    | 54%   | 31%         | 45%     | 41%                    |
| Male  | 50%   | 30%         | 47%     | 43%                    |
| Female  | 59%   | 32%         | 43%     | 38%                    |
| Black or African American                     | 63%   | 7%          | N/A     | 25%                    |
| American Indian or Alaska Native              | 58%   | 17%         | N/A     | N/A                    |
| Asian   | 71%   | 71%         | N/A     | N/A                    |
| Filipino                                      | 74%   | 50%         | N/A     | 75%                    |
| Hispanic or Latino                            | 41%   | 24%         | 33%     | 30%                    |
| Native Hawaiian or Pacific Islander           | N/A   | N/A         | N/A     | N/A                    |
| White   | 73%   | 40%         | 63%     | 55%                    |
| Two or More Races                             | 51%   | 39%         | N/A     | 63%                    |
| Socioeconomically Disadvantaged               | 39%   | 25%         | 35%     | 30%                    |
| English Learners                              | 11%   | 12%         | 4%      | 5%                     |
| Students with Disabilities                    | 27%   | 16%         | 20%     | 16%                    |
| Students Receiving Migrant Education Services | 21%   | 18%         | 17%     | 15%                    |

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.

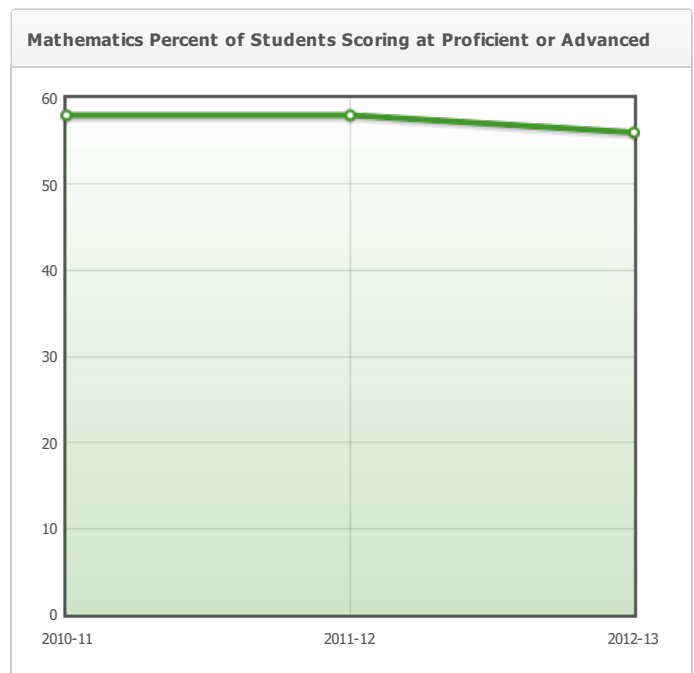
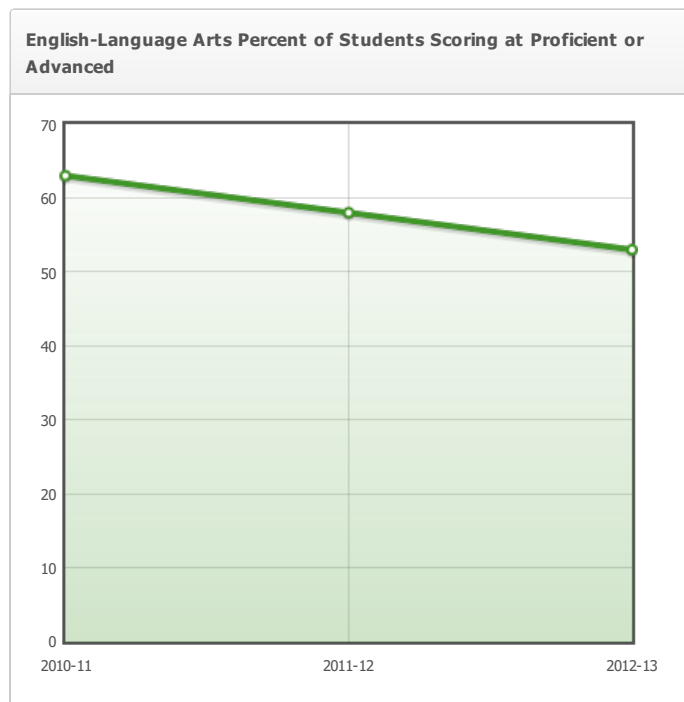
Last updated: 1/21/2014

# California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

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/>.

| 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 | 63%   | 58%     | 53%     | 62%      | 57%     | 53%     | 59%     | 56%     | 57%     |
| Mathematics           | 58%   | 58%     | 56%     | 56%      | 57%     | 55%     | 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.



Last updated: 1/20/2014

## California High School Exit Examination Grade Ten Results by Student Group

| Group   | English-Language Arts |            |          | Mathematics    |            |          |
|---|-----------------------|------------|----------|----------------|------------|----------|
|   | Not Proficient        | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA                       | 47%                   | 23%        | 31%      | 45%            | 35%        | 20%      |
| All Students at the School                    | 47%                   | 22%        | 31%      | 44%            | 36%        | 20%      |
| Male  | 52%                   | 25%        | 23%      | 44%            | 38%        | 19%      |
| Female  | 41%                   | 18%        | 41%      | 44%            | 33%        | 22%      |
| Black or African American                     | N/A                   | N/A        | N/A      | N/A            | N/A        | N/A      |
| American Indian or Alaska Native              | N/A                   | N/A        | N/A      | N/A            | N/A        | N/A      |
| Asian   | N/A                   | N/A        | N/A      | N/A            | N/A        | N/A      |
| Filipino                                      | N/A                   | N/A        | N/A      | N/A            | N/A        | N/A      |
| Hispanic or Latino                            | 59%                   | 22%        | 19%      | 53%            | 34%        | 13%      |
| Native Hawaiian or Pacific Islander           | N/A                   | N/A        | N/A      | N/A            | N/A        | N/A      |
| White   | 27%                   | 25%        | 48%      | 30%            | 39%        | 31%      |
| Two or More Races                             | N/A                   | N/A        | N/A      | N/A            | N/A        | N/A      |
| Socioeconomically Disadvantaged               | 61%                   | 19%        | 20%      | 54%            | 33%        | 14%      |
| English Learners                              | 93%                   | 4%         | 3%       | 85%            | 14%        | 1%       |
| Students with Disabilities                    | 93%                   | 6%         | 2%       | 92%            | 8%         | N/A      |
| Students Receiving Migrant Education Services | 76%                   | 10%        | 13%      | 68%            | 26%        | 6%       |

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.

*Last updated: 1/20/2014*



## 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](#).

| Grade level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 9           | 6.9%  | 24.1%                 | 62.7%                |

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.

*Last updated: 1/20/2014*

## 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](#).

### 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        | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide       | 6       | 5       | 5       |
| Similar Schools | 9       | 8       | 5       |

*Last updated: 1/21/2014*

### 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          | -4                        | -1                        | -4                        |
| Black or African American           |                           |                           |                           |
| American Indian or Alaska Native    |                           |                           |                           |
| Asian                               |                           |                           |                           |
| Filipino                            |                           |                           |                           |
| Hispanic or Latino                  | 9                         | -9                        | 1                         |
| Native Hawaiian or Pacific Islander |                           |                           |                           |
| White                               | -15                       | 2                         | -6                        |
| Two or More Races                   |                           |                           |                           |
| Socioeconomically Disadvantaged     | -2                        | -26                       | 1                         |
| English Learners                    | 12                        | -10                       | 1                         |
| Students with Disabilities          | -26                       | 29                        | -7                        |

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.

*Last updated: 1/20/2014*

## Academic Performance Index Growth by Student Group – 2012-13 Growth API

### Comparison

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

| Group                               | Number of Students | School | Number of Students | LEA | Number of Students | State |
|-------------------------------------|--------------------|--------|--------------------|-----|--------------------|-------|
| All Students at the School          | 1,693              | 751    | 1,865              | 744 | 4,655,989          | 790   |
| Black or African American           | 26                 | 723    | 28                 | 712 | 296,463            | 708   |
| American Indian or Alaska Native    | 14                 | 639    | 17                 | 643 | 30,394             | 743   |
| Asian                               | 21                 | 844    | 23                 | 841 | 406,527            | 906   |
| Filipino                            | 30                 | 852    | 30                 | 854 | 121,054            | 867   |
| Hispanic or Latino                  | 948                | 707    | 1,044              | 699 | 2,438,951          | 744   |
| Native Hawaiian or Pacific Islander | 6                  |        | 8                  |     | 25,351             | 774   |
| White                               | 614                | 814    | 680                | 807 | 1,200,127          | 853   |
| Two or More Races                   | 34                 | 777    | 35                 | 775 | 125,025            | 824   |
| Socioeconomically Disadvantaged     | 912                | 704    | 1,014              | 696 | 2,774,640          | 743   |
| English Learners                    | 659                | 674    | 711                | 668 | 1,482,316          | 721   |
| Students with Disabilities          | 198                | 513    | 203                | 509 | 527,476            | 615   |

Last updated: 1/20/2014

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

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](#).

| 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                               | No     | No       |
| Met Graduation Rate                            | No     | Yes      |

Last updated: 1/20/2014

## Federal Intervention Program (School Year 2013-14)

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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](#).

| <b>Indicator</b>                                    | <b>School</b> | <b>District</b> |
|---|---------------|-----------------|
| Program Improvement Status                          | In PI         |                 |
| First Year of Program Improvement                   | 2009-2010     |                 |
| Year in Program Improvement                         | Year 4        |                 |
| Number of Schools Currently in Program Improvement  | N/A           |                 |
| Percent of Schools Currently in Program Improvement | N/A           | %               |

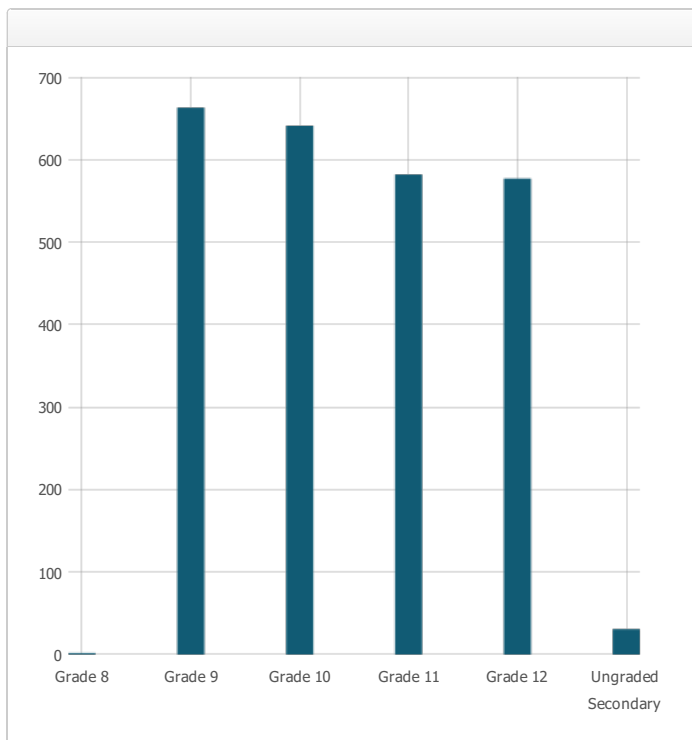
Note: Cells shaded in black or with N/A values do not require data.

*Last updated: 1/20/2014*

## School Climate

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

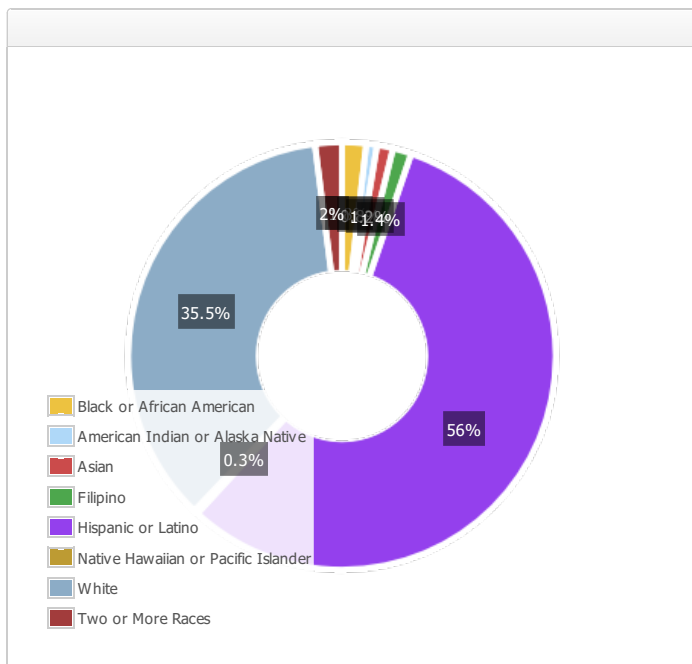
| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 8                 | 2                  |
| Grade 9                 | 663                |
| Grade 10                | 641                |
| Grade 11                | 582                |
| Grade 12                | 577                |
| Ungraded Secondary      | 31                 |
| <b>Total Enrollment</b> | <b>2496</b>        |



Last updated: 1/20/2014

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

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.8                         |
| American Indian or Alaska Native    | 0.8                         |
| Asian                               | 1.2                         |
| Filipino                            | 1.4                         |
| Hispanic or Latino                  | 56.0                        |
| Native Hawaiian or Pacific Islander | 0.3                         |
| White                               | 35.5                        |
| Two or More Races                   | 2.0                         |
| Socioeconomically Disadvantaged     | 59.9                        |
| English Learners                    | 38.5                        |
| Students with Disabilities          | 12.8                        |



Last updated: 1/20/2014

### Average Class Size and Class Size Distribution (Secondary)

| 2010-11 | 2011-12 | 2012-13 |
|---------|---------|---------|
|---------|---------|---------|

| Subject        | Average Class Size | Number of Classes * |       |     | Average Class Size | Number of Classes * |       |     | Average Class Size | Number of Classes * |       |     |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
|                |                    | 1-22                | 23-32 | 33+ |                    | 1-22                | 23-32 | 33+ |                    | 1-22                | 23-32 | 33+ |
| English        | 23.7               | 38                  | 39    | 30  | 30.3               | 14                  | 21    | 55  | 24.0               | 39                  | 28    | 42  |
| Mathematics    | 21.4               | 50                  | 38    | 20  | 28.4               | 14                  | 41    | 29  | 23.0               | 44                  | 30    | 27  |
| Science        | 28.1               | 7                   | 40    | 12  | 31.3               | 4                   | 23    | 29  | 30.0               | 8                   | 27    | 24  |
| Social Science | 29.8               | 6                   | 22    | 33  | 29.0               | 9                   | 20    | 26  | 28.0               | 15                  | 15    | 36  |

\* 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.

*Last updated: 1/20/2014*

## School Safety Plan (School Year 2012-13)

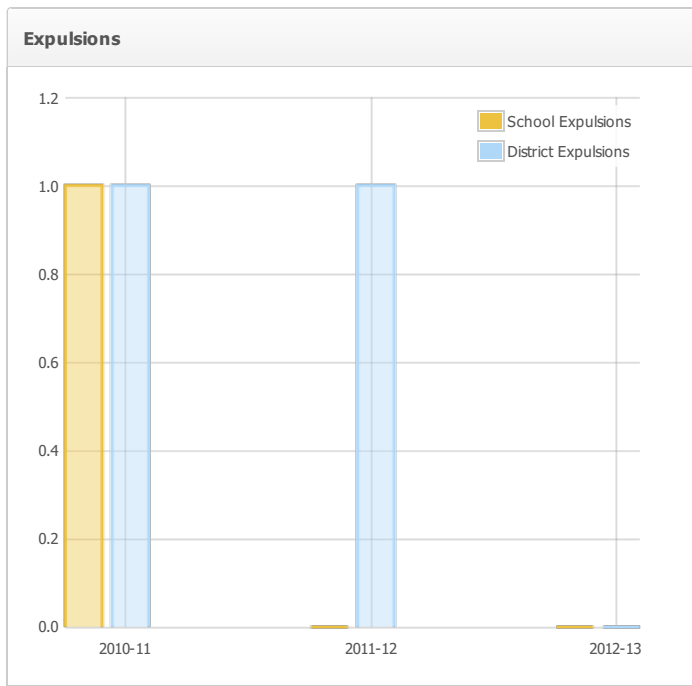
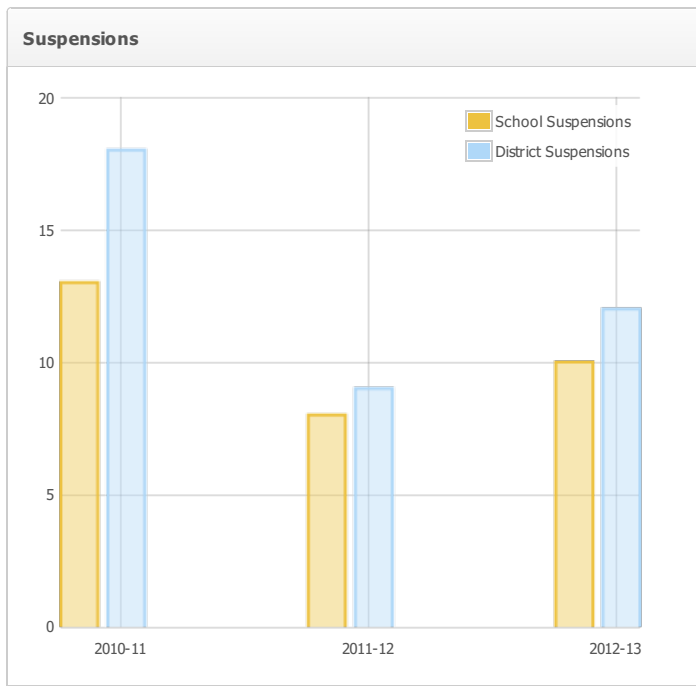
The FUHS Comprehensive School Safety Plan is adjusted annually to meet the needs of the present school year and school climate. The plan is annually reviewed by the FUHS School Safety Committee and FUHS School Site Council. This plan for 2012-2013 was presented to the FUHSD Board of Trustees in February 2012. The 3-in-1 Fire/Safety Evacuation Drills were conducted in the fall and integrated "Lock down" and "Duck & Cover" drills. A "Fire/Evacuation Drill" immediately followed. An additional Fire/Evacuation Drill took place in the Spring Semester. Representatives from the SD Sheriff's Office surveyed the FUHS campus in the spring of 2012 and used took video images of the campus for their Computer-Aided Display (CAD) system. This DVD has been edited by FUHS administration and corrections have been made by SD Sheriff's Office.

*Last updated: 1/21/2014*

# Suspensions and Expulsions

| Rate *      | School  |         |         | District |         |         |
|-------------|---------|---------|---------|----------|---------|---------|
|             | 2010-11 | 2011-12 | 2012-13 | 2010-11  | 2011-12 | 2012-13 |
| Suspensions | 13.60   | 8.20    | 10.01   | 18.10    | 9.60    | 12.30   |
| Expulsions  | 1.00    | 0.93    | 0.56    | 1.00     | 1.16    | 0.60    |

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



Last updated: 1/21/2014

## School Facilities

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

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.

*Last updated: 1/20/2014*

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

| System Inspected                           | Repair Status | Repair Needed and Action Taken or Planned   |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Fair          | <p>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.</p> <p>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.</p> |
| Interior: Interior Surfaces                | Fair          | <p>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.</p>   |
| Cleanliness: Overall Cleanliness, Pest/    | Fair          | <p>The overall cleanliness of the high school</p>   |



|   |      |   |
|---|------|---|
| Vermin Infestation  |      | <p>(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.</p> <p>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.</p>                 |
| Electrical: Electrical  | Fair | <p>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.</p> <p>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.</p> <p>Additional lighting has been installed to enhance campus safety. Additional locations have been identified for retrofit.</p> |
| Restrooms/Fountains:<br>Restrooms, Sinks/<br>Fountains                    | Fair | <p>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".</p>   |
| Safety: Fire Safety,<br>Hazardous Materials                               | Fair | <p>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.</p>   |
| Structural: Structural<br>Damage, Roofs                                   | Poor | <p>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".</p>   |
| External:<br>Playground/School<br>Grounds, Windows/<br>Doors/Gates/Fences | Fair | <p>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.</p>   |

## Overall Facility Rate (School Year 2013-14)

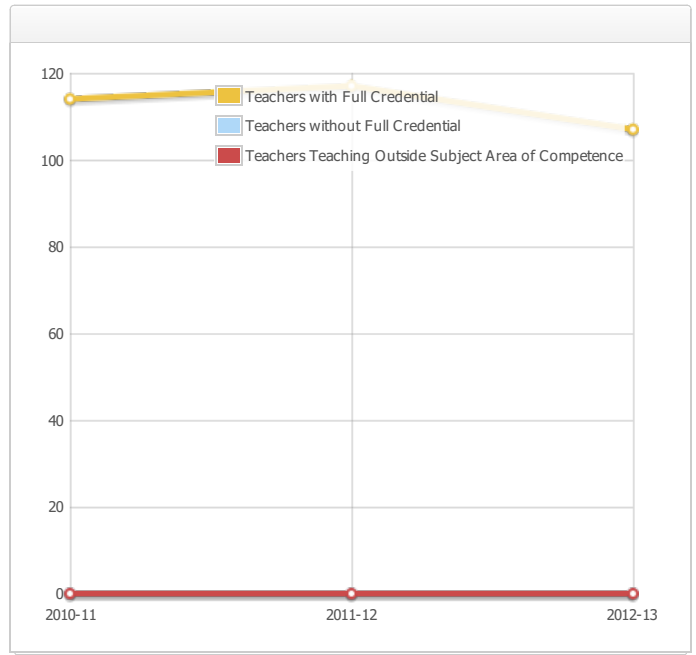
|                |      |
|----------------|------|
| Overall Rating | Fair |
|----------------|------|

*Last updated: 1/21/2014*

# Teachers

## Teacher Credentials

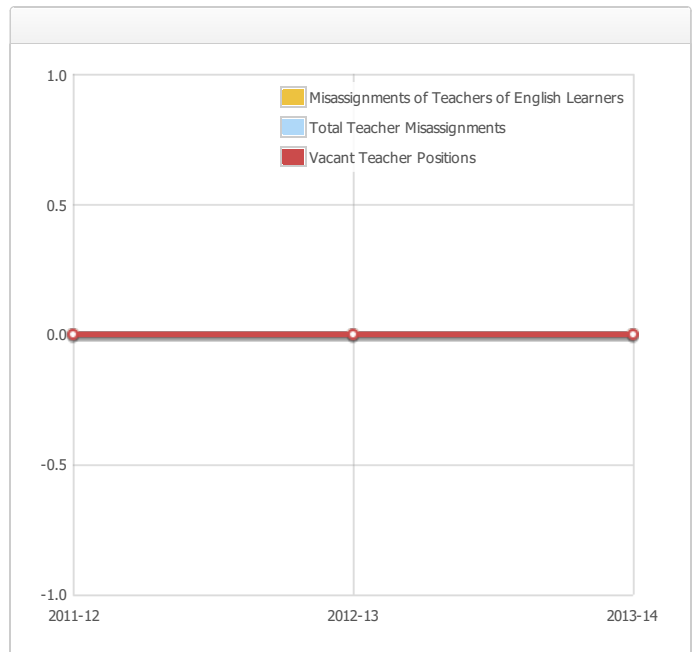
| Teachers  | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2010-11 | 2011-12 | 2012-13 | 2012-13  |
| With Full Credential  | 114     | 117     | 107     | 119      |
| Without Full Credential   | 0       | 0       | 0       | 0        |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       | 0        |



Last updated: 1/20/2014

## Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2011-12 | 2012-13 | 2013-14 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 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.

Last updated: 1/20/2014

## 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](#).

| <b>Location of Classes</b>       | <b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b> | <b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b> |
|----------------------------------|---|---|
| This School                      | 100   | 0   |
| All Schools in District          | 100   | 0   |
| High-Poverty Schools in District | 100   | 0   |
| Low-Poverty Schools in District  | 0   | 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 39 percent or less in the free and reduced price meals program.

*Last updated: 1/20/2014*

## Support Staff

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

| <b>Title</b>  | <b>Number of FTE* Assigned to School</b> | <b>Average Number of Students per Academic Counselor</b> |
|---|--|--|
| Academic Counselor                                  | 4.0                                      | 624.0  |
| Counselor (Social/Behavioral or Career Development) | 1.0                                      | N/A  |
| Library Media Teacher (librarian)                   | 0.0                                      | N/A  |
| Library Media Services Staff (paraprofessional)     | 1.0                                      | N/A  |
| Psychologist  | 2.0                                      | N/A  |
| Social Worker                                       | 0.0                                      | N/A  |
| Nurse   | 0.0                                      | N/A  |
| Speech/Language/Hearing Specialist                  | 1.0                                      | N/A  |
| Resource Specialist (non-teaching)                  | 0.0                                      | N/A  |
| Other   | 0.8                                      | 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.

*Last updated: 1/20/2014*

# Curriculum and Instructional Materials

## Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal 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 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: December 2013

| Core Curriculum Area  | Textbooks and instructional materials  | From most recent adoption? | Percent students lacking own assigned copy |
|-----------------------|--|----------------------------|--|
| Reading/Language Arts | <p><b>Name/Publisher/Approval</b></p> <p>Literature &amp; Language Arts Blue/Holt/2004<br/>           Literature &amp; Language Arts Aqua/Holt/2004<br/>           Literature &amp; Language Arts Gold/Holt/2004<br/>           Literature &amp; Language Arts Purple/Holt/2004<br/>           Holt Handbook Grade 9/Holt/2005<br/>           Holt Handbook Grade 10/Holt/2007<br/>           Holt Handbook Grade 11/Holt/2006<br/>           Holt Hnadbook Grade 12/Holt/2006<br/>           The English Tradition, Prentice Hall 2008<br/>           Visions Green, Thomson &amp; Heinle 2004<br/>           Visions Red, Thomson &amp; Heinle 2004<br/>           Visions Blue, Thomson &amp; Heinle 2004<br/>           Visions Purple, Thomson &amp; Heinle 2004<br/>           Writer's Choice Blue/Glencoe/1999<br/>           Writer's Choice Gold/Glencoe/1999<br/>           Writer's Choice Green/Glencoe/1999<br/>           Writer's Choice Red/Glencoe/1999<br/>           Perrine's Sound &amp; Sense, Thomas/Wadsworth 2008<br/>           Perrine's Story and Structure, Rosenberg 2006<br/>           Prentice Hall Literature Gold 2002<br/>           Prentice Hall Literature Platinum 2002<br/>           Prentice Hall Literature, World Masterpieces, Pearson-Prentice Hall, 2008<br/>           The Writer's Options, Addison Wesley 2006<br/>           Short Prose Reader, McGraw Hill 2006<br/>           Norton anthology of Poetry, W W Norton 2003<br/>           Sound and Sense, Thomas Wadsworth/McDougal Littell 2008<br/>           Mythology, Little Brown &amp; Company, 2009<br/>           Grammar Sense 1, 2 &amp; 3 2004<br/>           Grammar in Context 3 2001<br/>           READ 180 Enterprise Scholastic 2005<br/>           SRA Corrective Reading, McGraw-Hill 2008</p> | Yes                        | 0.0  |
| Mathematics           | <p><b>Name/Publisher/Approval</b></p> <p>Algebra Readiness, Holt, 2008<br/>           Algebra Concepts, Skills and Problem Solving, Glencoe, 2009<br/>           Algebra Structure and method Book 1, McDougal Littell, 2009<br/>           Geometry Concepts and Skills, McDougal Littell, 2009<br/>           Geometry, McDougal Littell, 2009<br/>           Geometry, Houghton Mifflin, 2008<br/>           Algebra Trigonometry and Structure and Method book 2, McDougal Littell, 2009<br/>           Algebra and Trigonometry, Pearson/Prentice Hall, 2008<br/>           Pre-Calculus, Pearson/Prentice Hall, 2009<br/>           Calculus I with Pre-Calculus, Houghton Mifflin, 2007<br/>           Calculus 7th Edition, Houghton Mifflin, 2008<br/>           Elementary Statistics, Pearson Learning, 2008</p>  | Yes                        | 0.0  |
| Science               | <p><b>Name/Publisher/Approval</b></p> <p>Biology, Glencoe McGraw Hill 2008<br/>           Biology, AP Edition, Pearson-Benjamin 2008<br/>           Biology Concepts &amp; Application, Thomas/Brooks/Cole 2008<br/>           Chemistry Principles and Reactions, (Thomson/Brooks/Cole) 2006<br/>           Conceptual Physics, Pearson-Prentice Hall 2008</p>  | Yes                        | 0.0  |

|   |  |     |     |
|---|--|-----|-----|
|   | <p>Earth Science, McDougal Littell 2008<br/> Fundamentals of Physics, John Wiley and Sons 2008<br/> Introduction to the Human Body (the Essentials of Anatomy and Physiology),<br/> John Wiley and Sons 2008<br/> Modern Lifestock &amp; Poultry Production, Delman/Cengage Learning 2009<br/> Physics Principles with Applications 2008<br/> World of Chemistry, McDougal Littell 2008</p>  |     |     |
| History-Social Science                        |  | Yes | 0.0 |
|   | <p><b>Name/Publisher/Approval</b><br/> Modern World History/McDougal Littell/2007<br/> History of the Modern World, McGraw Hill 2006<br/> World History-Pacemaker, Globe Fearon 2006<br/> The Americans, McDougall Littell 2007<br/> American Pageant, Houghton Mifflin 2007<br/> United States History-Pacemaker, Globe Fearon 2006<br/> Economics, Principles in Action/Prentice Hall/2007<br/> Economics-Pacemaker, Globe Fearon 2006<br/> Magruder's American Government/Prentice Hall/2007<br/> American Government-Pacemaker, Globe Fearon 2006<br/> American Government: Inst &amp; policies, DC Heath 2002<br/> Gov't in America, People, Politics &amp; Policy, Pearson 2007</p>  |     |     |
| Foreign Language                              |  | Yes | 0.0 |
|   | <p><b>Name/Publisher/Approval</b><br/> Abriendo Puertas, Vol. 1, McDougal Littell 2002<br/> Abriendo Puertas, Vol. 2, McDougal Littell 2002<br/> Preparing for the Lang. Exam Prentice Hall/Pearson 2006<br/> Galeria-de Arte y Vida, Glencoe McGraw-Hill 2001<br/> Discovering French 1, McDougal Littell 2000<br/> Discovering French 2, McDougal Littell 2000<br/> Discovering French 3, McDougal Littell 2000<br/> En Bonne forme, Houghton Mifflin 2004<br/> Anthology of Advanced Placement French Literature 2004<br/> Exam, Wayside 2004<br/> En bonne forme – workbook, Houghton Mifflin 2004<br/> A Basic Course in ASL, T. J. Publishers 2006<br/> Intermediate Conversational Sign Language, Gallaudet University Press 2006<br/> Conversational Sign Language, Gallaudet University Press 2006<br/> En Espanol Uno, McDougall Littell 2000<br/> En Espanol Dos, McDougal Littell 2000<br/> En Espanol Tres, McDougal Littell 2000<br/> Nuestro Mundo, Heath/McDougal Littell 2001</p> |     |     |
| Health  |  | Yes | 0.0 |
|   | Lifetime Health/Holt/2004  |     |     |
| Visual and Performing Arts                    |  | Yes | 0.0 |
|   | <p><b>Name/Publisher/Approval</b><br/> The Visual Experience, Davis Publications, 2008<br/> The Art of Movie Making: Script to Screen, Prentice Hall 2007<br/> Art History, Prentice Hall 1999<br/> Art Talk, Glencoe 2000<br/> Music in Theory and Practice, McGraw Hill 2006<br/> Experience Clay, Davis Publications, 2003<br/> Ceramics, A Potters Handbook, Harcourt Brace Publisher, 5th edition, 1994<br/> Discovering Drawing, Davis Publications, 2007<br/> The Annotated Mona Lisa, Andrews and McNeel,1992</p>  |     |     |
| Science Laboratory<br>Equipment (grades 9-12) | Science laboratory equipment is available for students enrolled in the laboratory science courses offered at the school.   | Yes | 0.0 |

## 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                                   | \$5,194                      | \$466  | \$4,728                                       | \$71,661               |
| District                                      | N/A                          | N/A  | \$7,172                                       | \$71,351               |
| Percent Difference – School Site and District | N/A                          | N/A  | 41.07%  | 0.43%                  |
| State   | N/A                          | N/A  | \$5,537                                       | \$69,602               |
| Percent Difference – School Site and State    | N/A                          | N/A  | 15.77%  | 2.92%                  |

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](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/27/2014

### Types of Services Funded (Fiscal Year 2012-13)

In 2012-2013, the total operating costs of the FUHSD were \$25,999,708. 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, Agriculture, and 21st Century Community Granting Centers - After School Safety Enrichment for Teens (assets).

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

- Warrior Academy
- CAHSEE Test Prep Classes
- Math Remediation Classes
- English Language Arts Remediation Classes
- READ 180 Reading Remediation
- SIA After School Tutorial Program
- The Learning Center-credit recovery program
- ELD Support classes
- SRA Reading Classes
- Palomar College Placement Testing
- College and Financial Aid Counseling
- Palomar Family Counseling
- ASSETS After School Program

Last updated: 1/21/2014

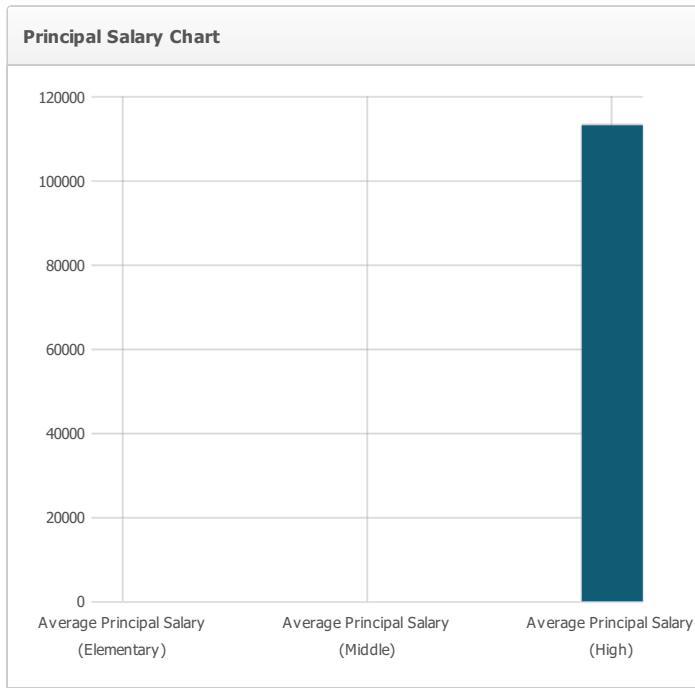
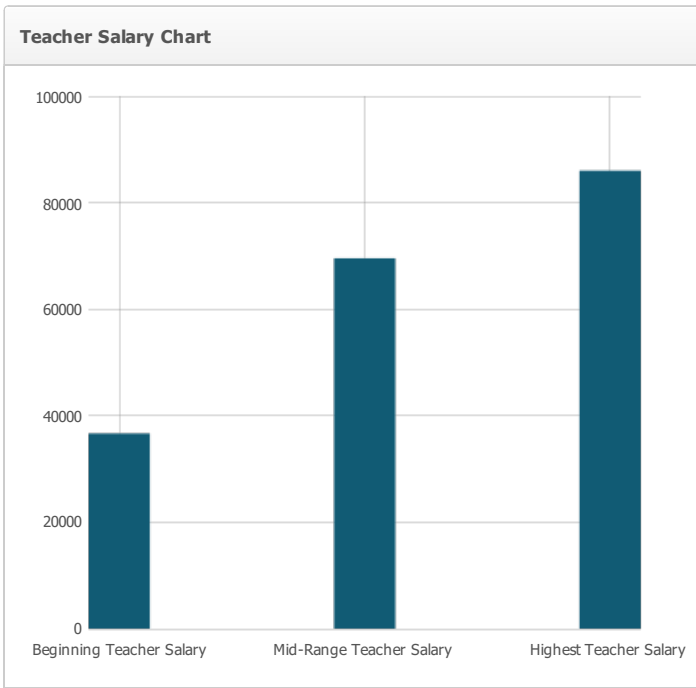
### Teacher and Administrative Salaries (Fiscal Year 2011-12)

| Category                 | District Amount | State Average For Districts In Same Category |
|--------------------------|-----------------|--|
| Beginning Teacher Salary | \$36,675        | \$41,956                                     |



|   |           |           |
|---|-----------|-----------|
| Mid-Range Teacher Salary                      | \$69,559  | \$66,299  |
| Highest Teacher Salary                        | \$86,001  | \$85,517  |
| Average Principal Salary (Elementary)         | \$00      | N/A       |
| Average Principal Salary (Middle)             | \$00      | N/A       |
| Average Principal Salary (High)               | \$113,174 | \$118,994 |
| Superintendent Salary                         | \$170,000 | \$156,140 |
| Percent of Budget for Teacher Salaries        | 34.0%     | 36.0%     |
| Percent of Budget for Administrative Salaries | 5.0%      | 6.0%      |

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/20/2014

# 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](#).

### California State University

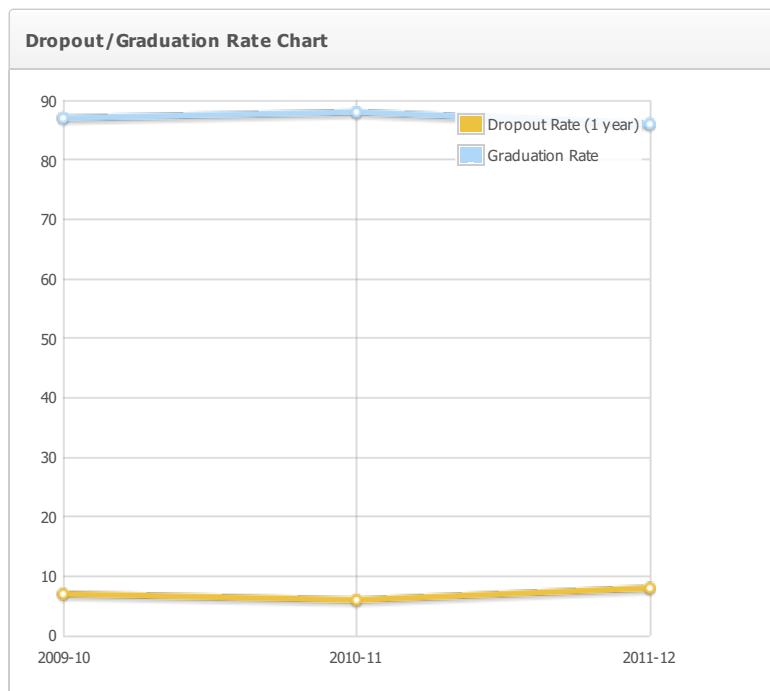
Eligibility for admission to the California State University (CSU) is determined by three factors:

- 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](#).

## 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    | 7.2     | 6.2     | 8.5     | 9.4      | 7.6     | 9.8     | 16.6    | 14.7    | 13.1    |
| Graduation Rate | 87.87   | 88.65   | 86.20   | 83.87    | 86.19   | 83.98   | 74.72   | 77.14   | 78.73   |



Last updated: 1/20/2014

## 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                        | 582                      | 663      | 418,598 |
| Black or African American           | 11                       | 11       | 28,078  |
| American Indian or Alaska Native    | 4                        | 10       | 3,123   |
| Asian                               | 7                        | 8        | 41,700  |
| Filipino                            | 7                        | 7        | 12,745  |
| Hispanic or Latino                  | 300                      | 350      | 193,516 |
| Native Hawaiian or Pacific Islander | 1                        | 3        | 2,585   |
| White                               | 220                      | 240      | 127,801 |
| Two or More Races                   | 29                       | 31       | 6,790   |
| Socioeconomically Disadvantaged     | 362                      | 415      | 217,915 |
| English Learners                    | 143                      | 178      | 93,297  |
| Students with Disabilities          | 51                       | 57       | 31,683  |

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

*Last updated: 1/20/2014*

## Career Technical Education Programs (School Year 2012-13)

Fallbrook High School has 11 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. All pathways include at least a 2 year sequence of courses. Follow-up studies of CTE completers show that more than 94% of the graduating students are attending college, working or in the military within 6 months of leaving high school.

*Last updated: 1/20/2014*

## Career Technical Education Participation (School Year 2012-13)

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | 949                       |
| Percent of pupils completing a CTE program and earning a high school diploma                                   | 91.0                      |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 100.0                     |

*Last updated: 1/20/2014*

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

| <b>UC/CSU Course Measure</b>  | <b>Percent</b> |
|---|----------------|
| 2012-13 Students Enrolled in Courses Required for UC/CSU Admission        | 66.6           |
| 2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission | 33.3           |

*Last updated: 1/20/2014*

## Advanced Placement Courses (School Year 2012-13)

---

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         |                               | N/A                               |
| English                  | 3                             | N/A                               |
| Fine and Performing Arts |                               | N/A                               |
| Foreign Language         | 6                             | N/A                               |
| Mathematics              | 2                             | N/A                               |
| Science                  | 4                             | N/A                               |
| Social Science           | 3                             | N/A                               |
| All Courses              | 18                            | 3.8                               |

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

\*Where there are student course enrollments.

*Last updated: 1/20/2014*

# Instructional Planning and Scheduling

## Professional Development

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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 that included 1 hour departmental meetings during 26 out of 32 Monday mornings. The common-planning schedule was adopted again for the 2012–2013 school year.

Professional development has also been accomplished through in-house trainings and coaching 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.

*Last updated: 1/21/2014*