

Fallbrook Union High School

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Mr. Rod King

Principal, Fallbrook Union High School

About Our School

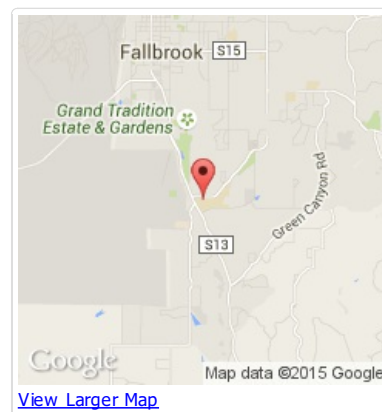
As I begin my ninth year as principal of Fallbrook Union High School, I have been reflecting on all the great things accomplished by our student-centered learning community. Our collaborative spirit is evident on many fronts. Even in this challenging economic climate, we continue to provide a rigorous 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

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[View Larger Map](#)

About This School

Contact Information - Most Recent Year

School	
School Name	Fallbrook Union High School
Street	2400 South Stage Coach Lane
City, State, Zip	Fallbrook, Ca, 92028
Phone Number	760-723-6300
Principal	Mr. Rod King
E-mail Address	rking@fuhisd.net
Web Site	http://www.fuhisd.net/fhs/
County-District-School (CDS) Code	37681223732179

District	
District Name	Fallbrook Union High School District
Phone Number	(760) 723-6332
Web Site	http://www.fuhisd.net
Superintendent First Name	Hugo
Superintendent Last Name	Pedroza
E-mail Address	hpedroza@fuhisd.net

Last updated: 1/19/2015

School Description and Mission Statement (Most Recent Year)

Our Mission

The Fallbrook Union High School District, in partnership with the parents and community, offers all students educational opportunities that enable them to function effectively as citizens, life-long learners, consumers, and workers in a global society.

Our Vision

The Fallbrook Union High School District will create a national model of educational excellence, which will meet the educational needs and aptitude of every student.

Fallbrook Union High School Values

- Standards-based differentiated instruction that encourages higher order thinking skills, active participation of students, and collaborative work
- Standards-based curriculum that is rigorous, relevant, and enriching
- Standards-based assessment that utilizes both formative and summative assessments based upon common benchmarks
- The use of data in order to impact instructional strategies, curriculum materials and resources as well as assessment
- Expected School-Wide Learning Results (ESLRs) that are clearly articulated, understood, and connected to instruction, curriculum, and assessment
- Relationships that are meaningful and an environment where character development matters
- Extracurricular and athletic opportunities that invigorate the high school years

School Description

Fallbrook Union High School, established in 1893, is a single comprehensive high school located within the 127 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, Rainbow, DeLuz, the Fallbrook Naval Weapons Station, and portions of the Camp Pendleton Marine Corps Base. Fallbrook Union High School has a population, as reflected in the October 2013 CBEDS, of 2,389 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. The shift to data driven decision-making has developed in tandem with the move towards standards based learning. The curriculum for all core classes is college preparatory: all students have access to academically rigorous instruction.

Fallbrook High School is committed to developing and implementing our 3-tier Response to Intervention (RTI), program to ensure that all students have multiple

opportunities for success and support in their efforts to graduate and pursue college and career goals.

Pacing Guides and Benchmarks

Teachers in all core departments are in varying stages of updating pacing guides and benchmark assessments that reflect the curriculum shift to Common Core and are aligned with the Smarter Balanced Assessments. Benchmarks have undergone several revisions: from utilizing multiple choice/content based questions to assessments that ask student to dive deeply into complex tasks and perform skills based activities which build from one administration to the next. The task of creating intentional, useful, and aligned benchmarks that modify instructional practices to meet student needs has been a continuous professional practice of the staff at Fallbrook High School.

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.

English Language Learners Reorganization

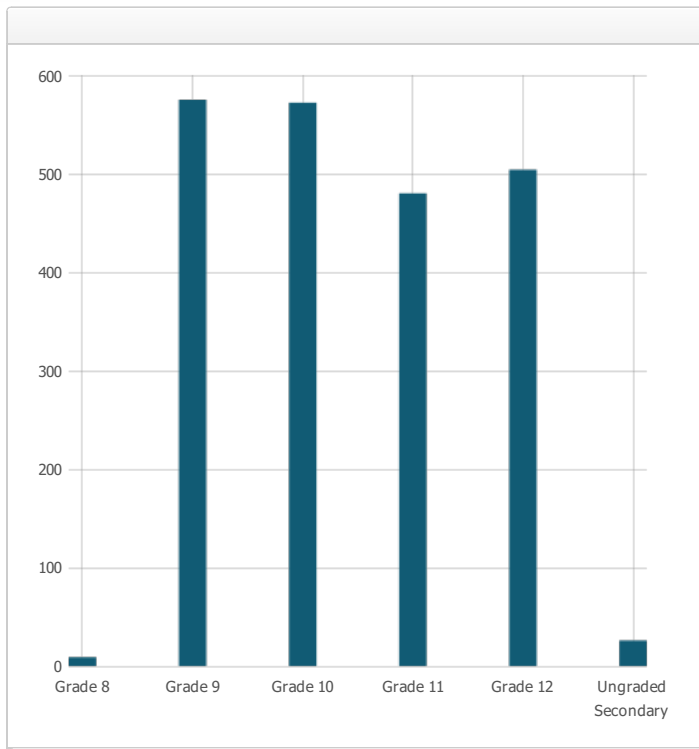
Fallbrook High School continues to strive to meet the needs of its English Language Learners by the creation of a Teacher On Special Assignment (TOSA), position and a new Parent Welcome Center. In addition to the ELL Coordinator, a TOSA position was created to assist in meeting with students in order to keep track of their progress and monitor their achievement. The TOSA also works with the ELL Coordinator to present information to staff, share strategies, aggregate data, run professional development, and communicate with the administrative team regarding the needs of the students, parents, and teachers.

In addition to the ELL Coordinator and TOSA, the school employs a parent liaison for the ELL students and their parents. The parent liaison coordinates with staff, students, and parents to provide services and communicate existence of current services. The parent liaison's aim is to be a conduit of information by establishing a rapport with parents via parent phone calls, parent conferences, ELAC and DELAC, and other various community events.

Last updated: 2/3/2015

Student Enrollment by Grade Level (School Year 2013-14)

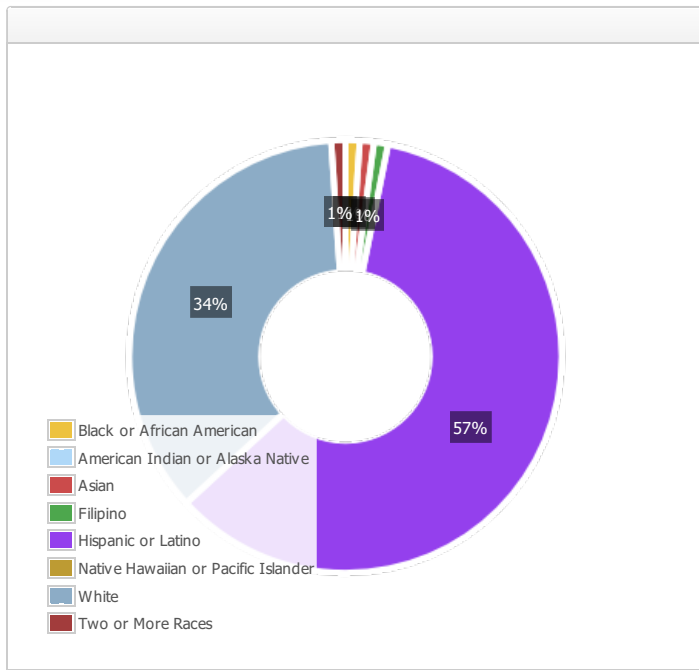
Grade Level	Number of Students
Grade 8	9
Grade 9	575
Grade 10	572
Grade 11	480
Grade 12	504
Ungraded Secondary	26
Total Enrollment	2157



Last updated: 2/3/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.9
Asian	1.1
Filipino	1.5
Hispanic or Latino	57.4
Native Hawaiian or Pacific Islander	0.5
White	34.7
Two or More Races	1.7
Socioeconomically Disadvantaged	64.2
English Learners	19.3
Students with Disabilities	13.1



Last updated: 1/6/2015

A. Conditions of Learning

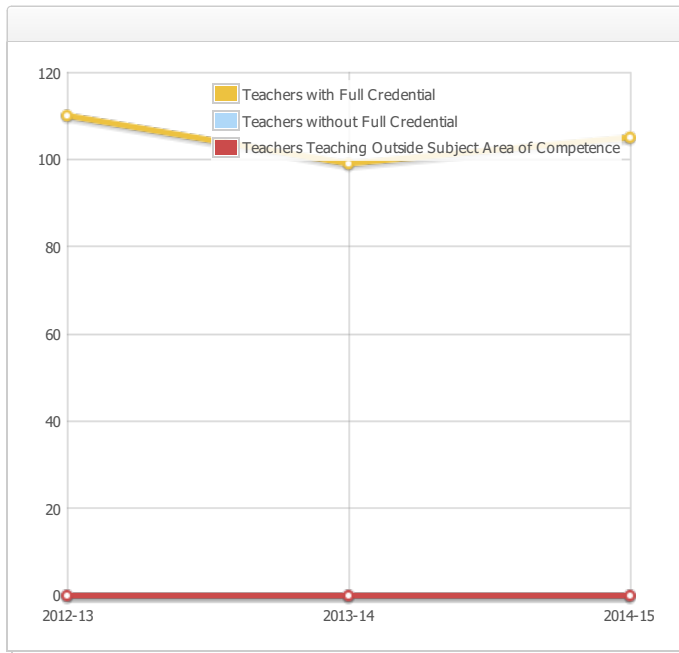
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

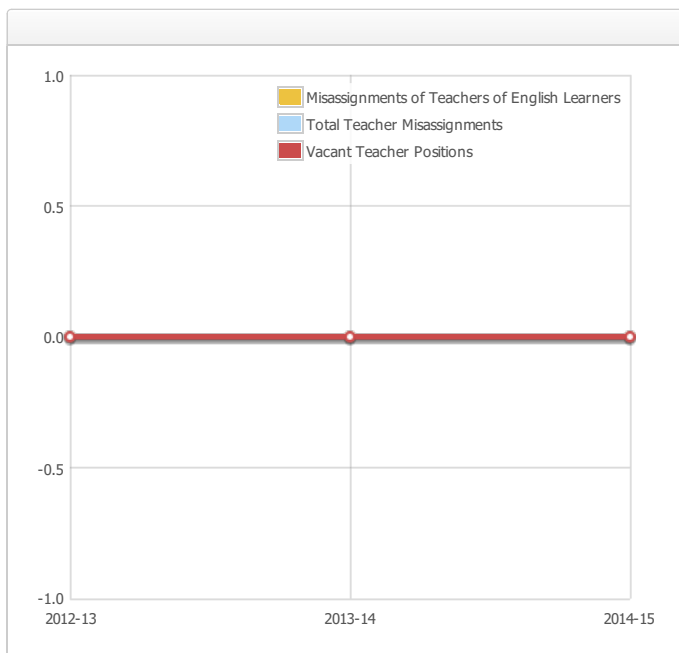
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	110	99	105	116
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/6/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/6/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Name/Publisher/Approval</p> <p>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 Visions Green/Thomson & Heinle/2004 Visions Red/Thomson & Heinle/2004 Visions Blue/Thomson & Heinle/2004 Visions Purple/Thomson & Heinle/2004 Writer's Choice Blue/Glencoe/1999 Writer's Choice Gold/Glencoe/1999 Writer's Choice Green/Glencoe/1999 Writer's Choice Red/Glencoe/1999 Prentice Hall Literature Gold/2002 Prentice Hall Literature Platinum/2002 Prentice Hall Literature, World Masterpieces/Pearson-Prentice Hall/2008 Short Prose Reader/McGraw Hill/2006 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</p>	Yes	0.0
Mathematics	<p>Name/Publisher/Approval</p> <p>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	0.0
Science	<p>Name/Publisher/Approval</p> <p>Biology/ Glencoe McGraw Hill/2008 Biology, AP Edition/Pearson-Benjamin/2008 Biology Concepts & Application/Thomas/Brooks/Cole 2008</p>	Yes	0.0

	<p>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 Physics Principles with Applications/2008 World of Chemistry, McDougal Littell/2008</p> <p style="text-align: center;">Agricultural Science Name/Publisher</p> <p>Earth Science/McDougal Littell The Art of Floral Design/Delmar The Visual Experience/Hobbs Salome Ornamental Horticulture/Delmar Pub Agribusiness Management & Entrepreneurship/Delmar Introduction to Veterinary Science/Delmar Modern Livestock & Poultry Production/Delmar Agricultural Mechanics Fundamentals & Applications</p>		
History-Social Science	<p style="text-align: center;">Name/Publisher/Approval</p> <p>Modern World History/McDougal Littell/2007 History of the Modern World, McGraw Hill 2006 The Americans, McDougall Littell 2007 American Pageant, Houghton Mifflin 2007 Economics, Principles in Action/Prentice Hall/2007 Magruder's American Government/Prentice Hall/2007 American Government: Inst & policies, DC Heath 2002</p>	Yes	0.0
Foreign Language	<p style="text-align: center;">Name/Publisher</p> <p>A Basic Course in ASL/T.J. Publishers En Espanol 1/McDougal Littell En Espanol 2/McDougal Littell En Espanol 3/McDougal Littell Discovering French 1/McDougal Littell Discovering French 2/McDougal Littell Discovering French 3/McDougal Littell AP Spanish, Preparing for the Language & Culture Exam/Pearson Abriendo Paso Temas y Lecturas/Pearson Nuestro Mundo/Heath-McDougal Littell Abriendo Puertas – Ampliando Perspectivas/Houghton Mifflin</p>	Yes	0.0
Health	<p style="text-align: center;">Name/Publisher/Approval</p> <p>Lifetime Health/Holt/2004</p>		0.0
Visual and Performing Arts	<p style="text-align: center;">Name/Publisher</p> <p>The Visual Experience, Davis Publications, 2008 The Art of Movie Making: Script to Screen, Prentice Hall 2007 Art History, Prentice Hall 1999 Art Talk, Glencoe 2000 Music in Theory and Practice, McGraw Hill 2006 Experience Clay, Davis Publications, 2003 Ceramics, A Potters Handbook, Harcourt Brace Publisher, 5th edition, 1994 Discovering Drawing, Davis Publications, 2007 The Annotated Mona Lisa, Andrews and McNeel,1992 Discovering Art History/Davis Publications</p>	Yes	0.0
Science Lab Eqpmt(9-12)	Science laboratory equipment is available for students enrolled in the laboratory science courses offered at the school.	Yes	0.0

Last updated: 1/10/2015

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 consists of 52 buildings divided into 120 classrooms, a library, two gyms, a multipurpose room, administrative offices, a cafeteria and snack area, Career Center, Parent Welcome Center, library, media facilities, 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: 1/10/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	<p>The HVAC and mechanical systems on campus have been updated during the past bond measure to include adding new air handlers and chiller tower. 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.</p> <p>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 "FAIR" The food services/cafeteria walk-in refrigerators and freezers are less than 10 years old and "good condition". Equipment in the cafeteria and ROP kitchen are in good shape and with a preventative maintenance program will last at least 5 years before the equipment will need to be evaluated for replacement.</p>
Interior: Interior Surfaces	Fair	<p>A large number of classrooms will need to be painted as part of a 7-10 year cycle. To include remove and replacement of existing flooring (carpet and floor tile). Painting should also include hallways, restrooms, and other locations where students and staff gather.</p> <p>To include installation of wall covering and drywall. Existing surfaces will be consider "FAIR"</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	<p>The overall cleanliness of the high school to include classrooms, restrooms, and other building locations is considered "FAIR" With recent budget reduction the overall custodial staff cleaning of these areas has been reduced but maintained to the best of the staff's abilities. The custodial team participates in a 'one team' cleaning program to clean the classrooms and other common areas with minimal staffing. The District contracts with</p>

		<p>a private contractor to provide pest control services and monthly spraying for pest control. As needed, additional pest control services can be requested. Another 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 FUHS campus that need electrical repairs to include building # 50 and #10/20 to replace the existing transformer and update all the wiring in the building. These areas on campus include all the 5KV electrical systems. The current PA system needs to be replaced with an up-to-date system 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.</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	<p>The school site is in dire need to provide 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 facilities for the students, faculty, staff, and guests. There are a number of water fountains on campus to include chilled water units. Most students prefer to purchase bottle water at the cafeteria and/or vending machines or bring their own. The current facilities are considered "FAIR".</p>
Safety: Fire Safety, Hazardous Materials	Good	<p>The FUHS has a large number of fire extinguishers (ABC type) placed in all classrooms and other designated areas on campus to include an active fire alarm/intruder alarm system that is monitored by an outside agency. The cafeteria has a chemical fire suppression system that is inspected bi-annually by a qualified contractor Hazardous materials are stored in the appropriate locations and are removed in accordance with county, state and federal guidelines.</p>
Structural: Structural Damage, Roofs	Poor	<p>Several older buildings will be requiring the roofs to be 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"</p>
External: Playground/School Grounds.	Fair	<p>Additional security fencing will be</p>

Windows/Doors/Gates/Fences

required to be install at several locations on campus to 'lock-down' the campus for safety reasons. The grounds are maintained but there will be a need to be renovating the grounds with additional irrigation controls and related hardware. Additional asphalt/surry of the blacktop will be required to extend the life to the blacktops, parking lots, and other locations. The current blacktops are considered "FAIR".

Overall Facility Rate - Most Recent Year

Overall Rating	Fair
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Last updated: 1/6/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	55	45	48	52	44	47	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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: 1/6/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47
All Students at the School	48
Male	46
Female	50
Black or African American	64
American Indian or Alaska Native	
Asian	64
Filipino	
Hispanic or Latino	35
Native Hawaiian or Pacific Islander	
White	67
Two or More Races	
Socioeconomically Disadvantaged	36
English Learners	5
Students with Disabilities	21
Students Receiving Migrant Education Services	20

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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 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%
History-Social Science	48%	45%	41%	45%	42%	39%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated 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: 1/6/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	5	5	5
Similar Schools	8	5	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/6/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
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	-1

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: 1/6/2015

Career Technical Education Programs (School Year 2013-14)

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; and Information Service and Support. All pathways include at least a 2 year sequence of courses. Follow-up studies of CTE completers show that more than 91% of the graduating students are attending college, working, or in the military within 6 months of leaving high school. Percent of CTE courses that are articulated is 25%. During the 2013-14 school year, 1382 students took at least one CTE course.

Last updated: 1/19/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	1382
Percent of pupils completing a CTE program and earning a high school diploma	93.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25.0

Last updated: 1/6/2015

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	66.8
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	36.4

State Priority: Other Pupil Outcomes

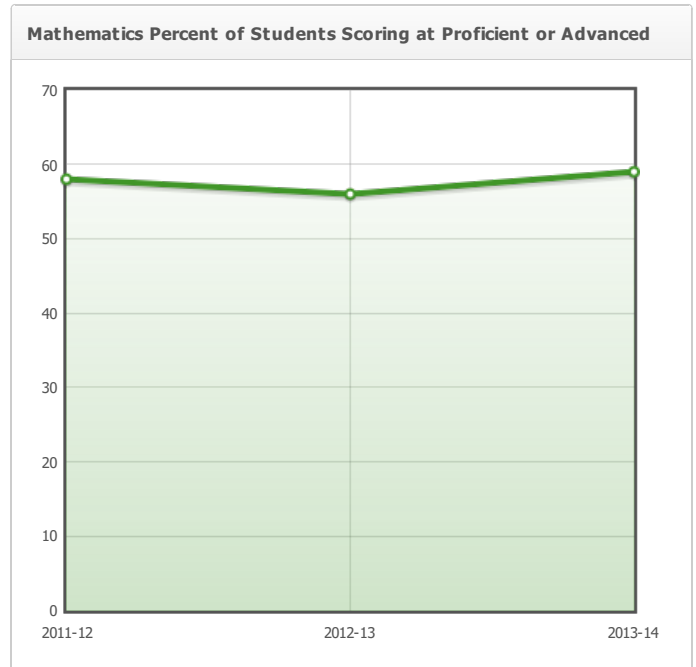
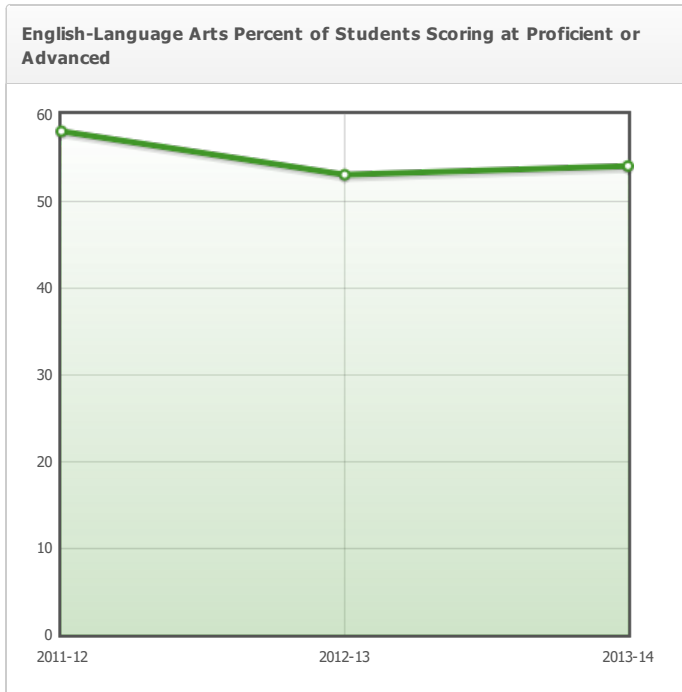
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	58%	53%	54%	57%	53%	31%	56%	57%	56%
Mathematics	58%	56%	59%	57%	55%	32%	58%	60%	62%

Note: Percentages are not calculated 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: 1/6/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	46%	26%	27%	42%	39%	19%
All Students at the School	46%	26%	28%	41%	39%	20%
Male	51%	28%	20%	41%	41%	19%
Female	40%	23%	38%	41%	38%	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	58%	26%	16%	50%	36%	14%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	26%	27%	47%	25%	44%	30%
Two or More Races	42%	17%	42%	42%	50%	8%
Socioeconomically Disadvantaged	58%	24%	18%	51%	36%	13%
English Learners	93%	5%	2%	88%	11%	1%
Students with Disabilities	95%	4%	2%	88%	10%	2%
Students Receiving Migrant Education Services	75%	20%	5%	70%	26%	4%

Note: Percentages are not calculated 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: 1/6/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	17.1%	24.4%	48.8%

Note: Percentages are not calculated 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: 1/6/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

Parent and community involvement at Fallbrook Union High School is rich in tradition. With an emphasis on the common goal of educating young people academically, physically, and emotionally, the high school strives to achieve excellent relations with parents. Numerous booster groups support many of the teams in our wide-ranging interscholastic athletic program. Similar groups support our award-winning music programs and agricultural programs. The Parent Teacher Student Association (PTSA), meets regularly and provides support for parents and students. Each year, many parents participate in School Site Council and English Language Advisory Committee (ELAC), sit on the calendar committee, and participate in decision-making regarding textbook adoptions. Families of the English Language Learners are involved through the Parent Welcome Center. School communication is enhanced through the social media sites Facebook and Twitter, email, school website, and phone dial-out system. All extensions listed below can be used after dialing the school's main phone number, 760-723-6300.

Name/Administration Contact Parent/Teacher Contact

Parent Teacher Student Association (PTSA), Rod King, Principal, x-3102 Jan Levi x-3103
 Curriculum Advisory Committee, Jose Iniguez, Asst. Superintendent, x-6494, Amy Zilk, Assistant Principal x-3117
 English Learner Advisory Committee (ELAC), Amy Zilk, Assistant Principal x-3112, Emily Toone x 3208, Jorge Rojas x- 2110
 Parent Welcome Center, Emily Toone x 3208, Jorge Rojas x-2110
 Parent Center Liason, Nicole Webb x-2110
 GATE Parent Advisory Committee, Connie Fellios x-3110
 Career Technical Education Advisory Groups, Lita Tabish x-2098
 School Site Council, Victor Torres x-2301
 Migrant Education, Maricela Garcia x-2012
 School Safety Committee, Kim Gage, 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 Megan Wiblemo, WASC Coordinator x-2040
 Wellness Committee, Kim Gage, Assistant Principal x-3111

State Priority: Pupil Engagement

Last updated: 1/20/2015

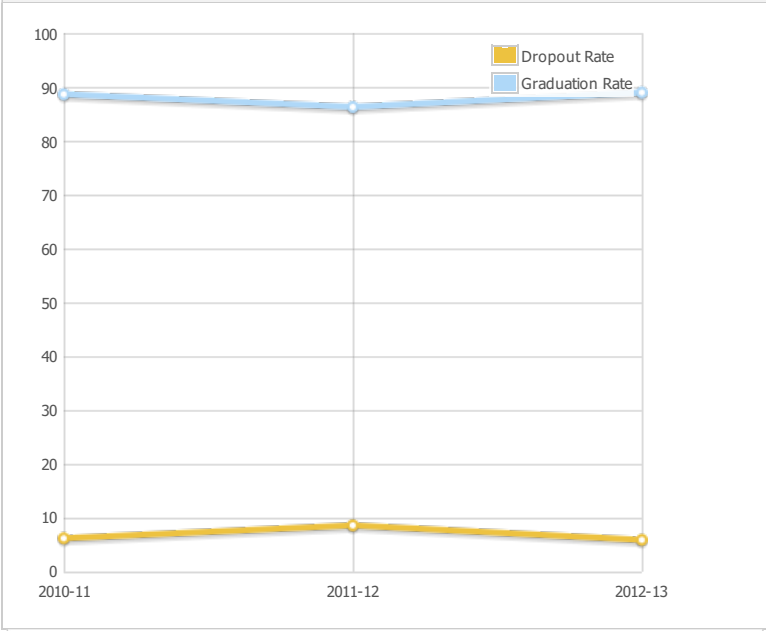
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	6.2	8.6	5.9	7.6	9.9	6.8	14.7	13.1	11.4
Graduation Rate	88.65	86.29	88.97	86.19	84.05	86.02	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/6/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	86	85	84
Black or African American	66	72	75
American Indian or Alaska Native	100	100	77
Asian	100	100	92
Filipino	80	80	92
Hispanic or Latino	87	85	80
Native Hawaiian or Pacific Islander		100	84
White	85	86	90
Two or More Races	90	95	89
Socioeconomically Disadvantaged	85	83	82
English Learners	48	43	53
Students with Disabilities	59	62	60

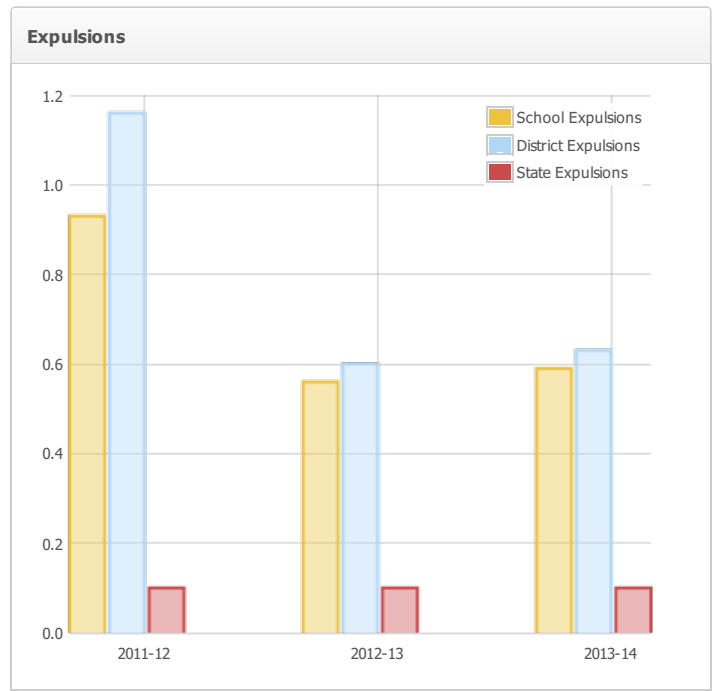
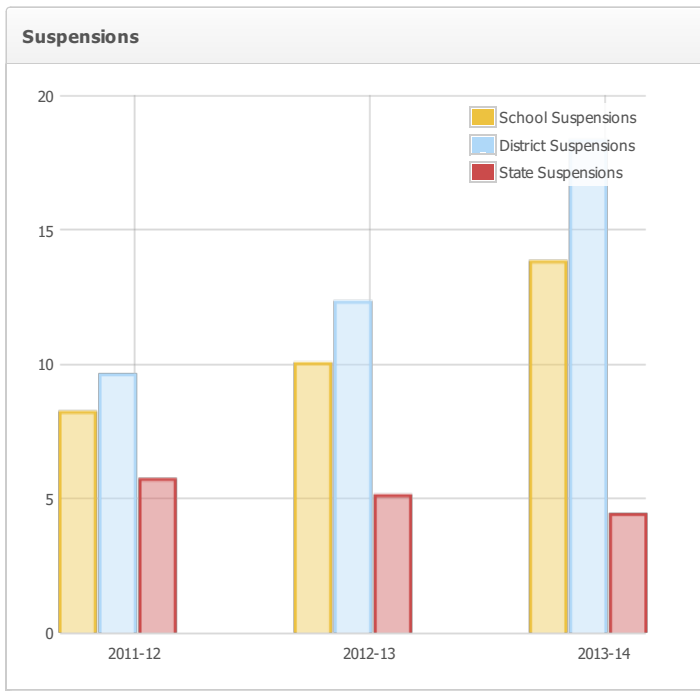
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	8.20	10.01	13.80	9.60	12.30	18.30	5.70	5.10	4.40
Expulsions	0.93	0.56	0.59	1.16	0.60	0.63	0.10	0.10	0.10



Last updated: 1/19/2015

School Safety Plan - Most Recent Year

The Fallbrook Union High School (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 process facilitates the efforts of the school's commitment to student safety. FUHS employs seven campus supervisors who monitor the campus from 7:00 a.m. until 6:00 p.m.. These personnel, assisted by the administrative team, provide constant supervision during the school day and into the evening with athletic events and after school enrichment activities. The school is a closed campus during the school day: visitors must sign in and sign out.

In addition to the safety precautions provided on a daily basis, the school performs a variety of drills each year. Last fall, in conjunction with the local fire department, a comprehensive school evacuation drill was completed. This 70 minute drill included an all campus evacuation, simulated injuries and deaths, formation of a morgue, first aid station, and family reunion stations. After the drill, a debriefing was held with the fire department to determine shortfalls in the School Safety Plan and the responses made by the staff at Fallbrook High School. The suggestions from the debriefing were used to create the latest version of the Comprehensive School Safety Plan. To further enhance the Plan, the FUHS Computer-Aided Display (CAD) DVD, was updated by the San Diego Sheriff's Department. In addition to the comprehensive drill held during the fall, a school-wide Fire/Safety Evacuation Drill and a Drop and Cover Drill was held in the spring of 2014.

Last updated: 1/19/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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 Graduation Rate	Yes	Yes

Last updated: 1/6/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement *	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	33.3%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/6/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other					6.0	30			7.0	29		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/6/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	30.3	14	21	55	24.0	39	28	42	24.0	43	28	36
Mathematics	28.4	14	41	29	23.0	44	30	27	24.0	40	25	28
Science	31.3	4	23	29	30.0	8	27	24	31.0	6	12	29
Social Science	29.0	9	20	26	28.0	15	15	36	28.0	16	11	32

* 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: 1/6/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	539.0
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 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: 1/6/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4,794	\$496	\$4,298	\$69,403
District	N/A	N/A	\$7,671	\$71,909
Percent Difference – School Site and District	N/A	N/A	79.30%	N/A
State	N/A	N/A	\$4,690	\$70,245
Percent Difference – School Site and State	N/A	N/A	55.19%	N/A

Note: Cells with N/A values do not require data.

Last updated: 1/21/2015

Types of Services Funded (Fiscal Year 2013-14)

In 2013-2014, the total operating costs of the FUHSD were \$27,486,151. 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, LCFF, Agriculture, and 21st Century Community Granting Centers - After School Safety Enrichment for Teens (ASSET's).

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

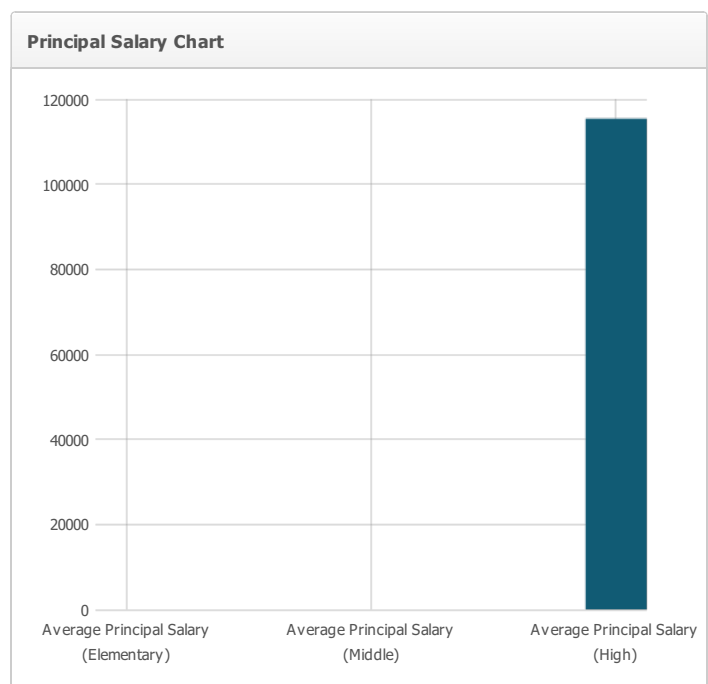
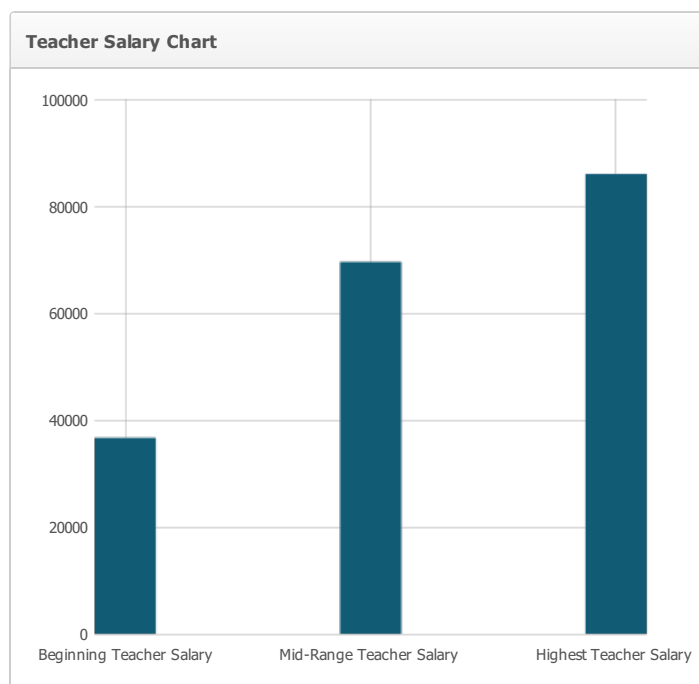
- Math Remediation Classes
- English Language Arts Remediation Classes
- READ 180 Reading Remediation
- SJA After School Tutorial Program
- The Learning Center-credit recovery program
- ELD Support classes
- SRA Reading Classes
- Palomar College Placement Testing
- College and Financial Aid Counseling
- Palomar Family Counseling
- ASSET's After School Program

Last updated: 1/10/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,675	\$42,325
Mid-Range Teacher Salary	\$69,559	\$66,555
Highest Teacher Salary	\$86,001	\$86,253
Average Principal Salary (Elementary)	\$00	N/A
Average Principal Salary (Middle)	\$00	N/A
Average Principal Salary (High)	\$115,409	\$117,349
Superintendent Salary	\$170,000	\$154,891
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 at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/10/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	6	N/A
All Courses	17	0.4

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/10/2015

Professional Development – Most Recent Three Years

Fallbrook Union High School (FUHS), is dedicated to providing high-quality professional development to its teachers and staff. In August 2007, Fallbrook Union High School District (FUHSD), implemented a common-planning schedule that included 1 hour departmental meetings during 26 out of 32 Monday mornings of the school year. The common-planning schedule was adopted again for the 2014 - 2015 school year. In addition to the common-planning schedule, a variety of methodologies are used to meet the school's goal of providing rigorous academics to all students. Through the professional development programs listed below, teachers and staff learn, practice, refine, set goals, then teach each other concepts that include: standards-aligned learning, thinking skills emphasizing analysis, synthesis, and evaluation, relevant 21st Century learning applications, and high expectations for all students.

Essential Elements of Instruction. The Essential Elements of Instruction (EEI) is the school-wide focus for teaching and learning. It is a researched-based program that is used in many school districts in San Diego County. Training is two semesters long, five days the first semester, and three days the following semester. In the first half of the training, teachers receive the basic information for all of the elements. The second half of training is a review of the elements, a peer classroom observation, and a peer video observation. EEI is now part of the school-wide vocabulary for good instruction. It has been incorporated into formal and informal observations and is used as the basis of the school-wide 'walk throughs'. EEI was also the foundation for the revisions to the Instructional Rounds process.

Instructional Rounds. Instructional Rounds have been revised to reflect the Essential Elements of Instruction (EEI). Department Chairs partner with their department's supervising administrator to participate in Instructional Rounds visitations to all classrooms on campus.

Google Apps for Education (GAPE). Approximately 10 teachers and our Principal attended the Google Apps for Education Summit in the fall of 2014. This was part of a school-wide shift to using Google Apps for Education, including Google Documents, Gmail, Google Forms, a variety of Extensions and Apps that work with GAPE, and Google Classroom. Many students and teachers have implemented the regular use of this technology.

Strategy Sessions. Strategy Sessions are a time to gain useful teaching strategies and techniques from colleagues. Teachers meet on their prep periods to work in small groups on specific strategies focused around 21st century skills, EEI, English Language Learners, etc.

Individual Coaching. Individual teacher support is offered through a series of meetings that include formal classroom observations, with pre and post observation meetings. Additionally, at a teacher's request, a time can be scheduled with the Principal or Assistant Principal for conversations regarding teaching strategies, classroom management, or individual coaching. This may also be arranged by a teacher's evaluator.

Conferences and Trainings. The district has designated funds for off-site training and conferences. All core departments are currently participating in department specific professional development (both off-site trainings and on-site trainings conducted by outside organizations). Trainings are provided in the areas of on-line teaching, Smarter Balanced Assessment, AVID, AP, SDAIE, etc. and include the Common Core State Standards and Instruction Training, 2014 - 2015. This training provides on and off site training, peer training, "Reading Like a Historian" for Social Science teachers and "Catapult" for Science teachers, and training through the County Office of Education.

The Beginning Teacher Support and Assessment (BTSA), Induction Program. The FUHSD provides funding for the Induction program whereby new teachers are provided the support needed to grow and improve their techniques as instructors. This year the school has four 1st year teachers and three 2nd year teachers. They each have support providers who teach here at Fallbrook High School.

The Three C's: Communication, Consistency, Classrooms. FUHS administration recognized the need to address some staff concerns with the entire faculty. The Three C's were the outcome of this need and the resulting process.

Leadership Team. In the fall of 2014, the Leadership Team was established. The Leadership Team meets once a month and consists of the Principal, the three Assistant Principals, Department Chairpersons, Focus Group Leaders, and all Teachers on Special Assignment (TOSAs), including the ASB Director, Athletic Director, AVID Coordinator, Data TOSA, EL TOSA, Union President and WASC Coordinator. The establishment of the Leadership Team has been important in providing school wide representation in decision making and for improving communication between Administration and the staff, as a whole.

In August of 2014, an English Learner Teacher on Special Assignment (EL TOSA) was created to assist with placement and monitoring of EL students throughout the campus. The EL TOSA's responsibilities include working with site and district administrators, counselors and teachers to support and advocate for EL students. Additionally, the EL Coordinator works directly with students, families and the community as a support and liaison to the school.

In August of 2014, a Math Teacher on Special Assignment (TOSA) was given a period to develop and implement the transition to Common Core in the Math department. Additionally, the Math TOSA oversees the creation and implementation of benchmark assessments and pacing guides for all levels of math classes, coordinates and works with counseling staff to ensure appropriate placement for students in mathematics and monitors and evaluates students' progress in mathematics.