

Fallbrook High

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, 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., 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.

Larry Boone, Principal

 Principal, Fallbrook High

About Our School

Fallbrook High School is a single comprehensive high school located in the Fallbrook Union High School District. Established in 1893, it is the second oldest high school in San Diego County. Fallbrook Union High School serves a predominantly agricultural community that includes Fallbrook, Rainbow, Vallecitos, Fallbrook Naval Weapons Station, and portions of the Marine Corps Base Camp Pendleton. The predominant racial/ethnic groups of the community are White and Hispanic/Latino. The campus sits on approximately fifty-five well-maintained acres. Recent improvements have been made to update the facility in order to maintain a safe and beautiful campus for students and the community.

The Fallbrook High School staff recognizes that education requires the collaboration of students, educators, family networks, and community members. Together we share the responsibility to pursue academic and vocational rigor and excellence through standards-based instruction, curriculum and assessment in a safe learning environment that will increase achievement for all students.

Contact

Fallbrook High
2400 South Stage Coach Ln.
Fallbrook, CA 92028-4429

Phone: 760-723-6300
E-mail: lboone@fuhisd.net

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Fallbrook Union High
Phone Number	(760) 723-6332
Superintendent	Hugo Pedroza
E-mail Address	hpedroza@fuhisd.net
Web Site	www.fuhisd.net

School Contact Information - Most Recent Year	
School Name	Fallbrook High
Street	2400 South Stage Coach Ln.
City, State, Zip	Fallbrook, Ca, 92028-4429
Phone Number	760-723-6300
Principal	Larry Boone, Principal
E-mail Address	lboone@fuhisd.net
County-District-School (CDS) Code	37681223732179

Last updated: 1/14/2016

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.

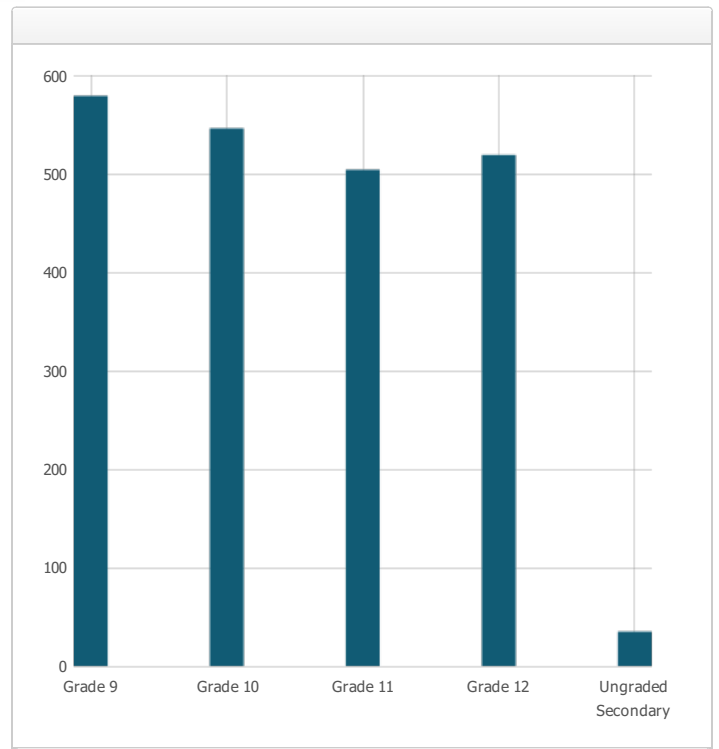
Fallbrook High School is committed to developing and implementing our 3-tier Response to Intervention (RTI), program to ensure that all students have multiple

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

Last updated: 1/22/2016

Student Enrollment by Grade Level (School Year 2014-15)

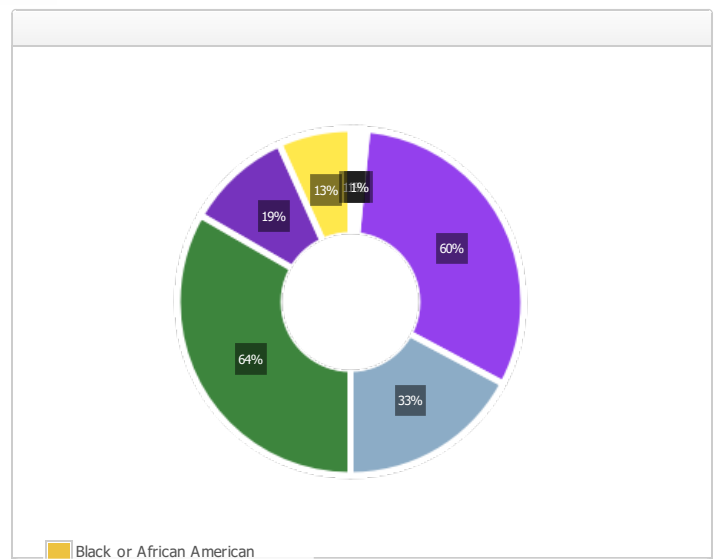
Grade Level	Number of Students
Grade 9	579
Grade 10	546
Grade 11	504
Grade 12	519
Ungraded Secondary	35
Total Enrollment	2183



Last updated: 1/14/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.6 %
American Indian or Alaska Native	0.9 %
Asian	1.0 %
Filipino	1.2 %
Hispanic or Latino	60.1 %
Native Hawaiian or Pacific Islander	0.5 %
White	33.4 %
Two or More Races	0.8 %
Socioeconomically Disadvantaged	64.9 %
English Learners	19.5 %
Students with Disabilities	13.0 %
Foster Youth	0.1 %



Last updated: 1/14/2016

A. Conditions of Learning

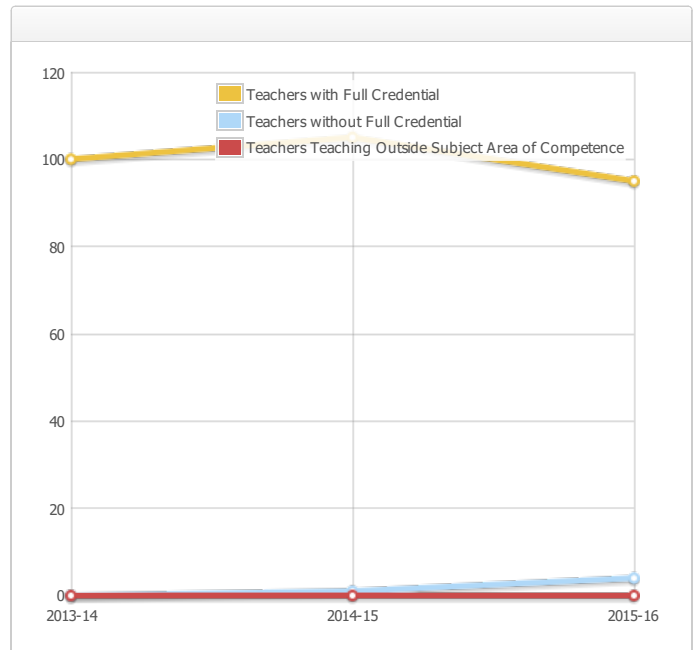
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

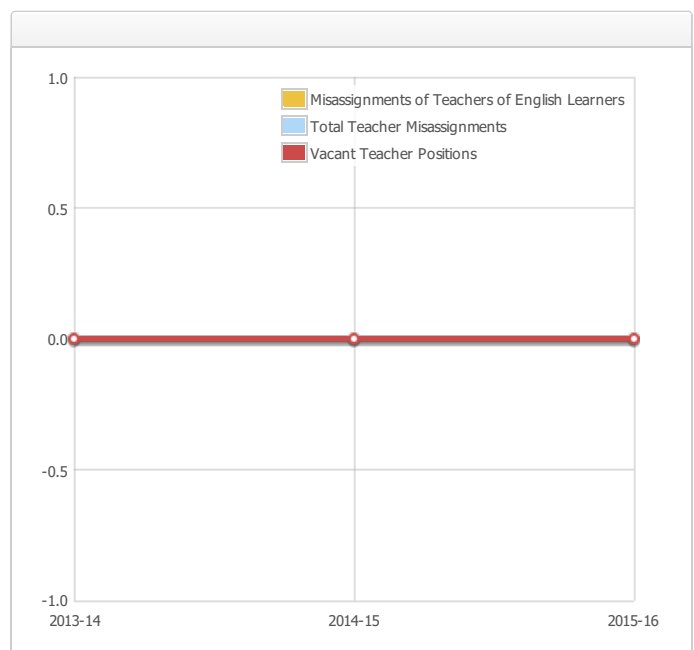
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	100	105	95	106
Without Full Credential	0	1	4	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/22/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/22/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	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.

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

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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	Yes	0.0 %
Mathematics	Big Ideas Math, Algebra I, big Ideas Learning, 2015 Big Ideas Math, Geometry, Big Ideas Learning, 2015 Big Ideas Math, Algebra II, Big Ideas Learning, 2015 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	Yes	0.0 %
Science	Biology/ Glencoe McGraw Hill/2008 Biology, AP Edition/Pearson-Benjamin/2008 Biology Concepts & Application/Thomas/Brooks/Cole 2008 Chemistry Principles and Reactions/Thomson/Brooks/Cole/ 2006 Conceptual Physics/Pearson-Prentice Hall/2008 Earth Science/McDougal Littell/2008 Fundamentals of Physics/John Wiley and Sons/2008	Yes	0.0 %

	<p>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>Agricultural Science Name/Publisher 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>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 2012</p>	Yes	0.0 %
Foreign Language	<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>Lifetime Health/Holt/2004</p>	Yes	0.0 %
Visual and Performing Arts	<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 Eqmpt (Grades 9-12)	<p>Science laboratory equipment is available for students enrolled in the laboratory science courses offered at the school.</p>	Yes	0.0 %

Last updated: 1/22/2016

School Facility Conditions and Planned Improvements - Most Recent Year

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: 1/22/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	We are currently investigating options for a new PA system.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	We are currently investigations optiond for a new fire saftey system.
Structural: Structural Damage, Roofs	Fair	We are scheduled to replace multiple roofs this summer.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2016

Overall Rating	Good
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Last updated: 1/22/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	62.0%	56.0%	44.0%
Mathematics (grades 3-8 and 11)	33.0%	28.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/22/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	444	421	94.8%	15.0%	22.0%	43.0%	19.0%
Male	444	217	48.9%	21.0%	24.0%	41.0%	12.0%
Female	444	204	45.9%	9.0%	20.0%	46.0%	25.0%
Black or African American	444	5	1.1%	--	--	--	--
American Indian or Alaska Native	444	5	1.1%	--	--	--	--
Asian	444	5	1.1%	--	--	--	--
Filipino	444	8	1.8%	--	--	--	--
Hispanic or Latino	444	235	52.9%	22.0%	26.0%	40.0%	11.0%
Native Hawaiian or Pacific Islander	444	1	0.2%	--	--	--	--
White	444	154	34.7%	6.0%	16.0%	48.0%	29.0%
Two or More Races	444	2	0.5%	--	--	--	--
Socioeconomically Disadvantaged	444	227	51.1%	21.0%	26.0%	41.0%	10.0%
English Learners	444	54	12.2%	63.0%	28.0%	6.0%	0.0%
Students with Disabilities	444	51	11.5%	57.0%	27.0%	12.0%	4.0%
Students Receiving Migrant Education Services	444	53	11.9%	38.0%	28.0%	26.0%	6.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/22/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	444	426	95.9%	38.0%	27.0%	23.0%	10.0%
Male	444	222	50.0%	42.0%	27.0%	23.0%	7.0%
Female	444	204	45.9%	34.0%	28.0%	24.0%	14.0%
Black or African American	444	5	1.1%	--	--	--	--
American Indian or Alaska Native	444	5	1.1%	--	--	--	--
Asian	444	5	1.1%	--	--	--	--
Filipino	444	8	1.8%	--	--	--	--
Hispanic or Latino	444	240	54.1%	49.0%	26.0%	19.0%	6.0%
Native Hawaiian or Pacific Islander	444	1	0.2%	--	--	--	--
White	444	154	34.7%	25.0%	27.0%	30.0%	16.0%
Two or More Races	444	2	0.5%	--	--	--	--
Socioeconomically Disadvantaged	444	232	52.3%	49.0%	25.0%	19.0%	6.0%
English Learners	444	58	13.1%	90.0%	9.0%	0.0%	0.0%
Students with Disabilities	444	50	11.3%	84.0%	10.0%	2.0%	0.0%
Students Receiving Migrant Education Services	444	55	12.4%	65.0%	16.0%	16.0%	2.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/14/2016

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	45.0%	47.0%	38.0%	43.0%	47.0%	39.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/14/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	39.0%
All Students at the School	38.0%
Male	41.0%
Female	34.0%
Black or African American	27.0%
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	24.0%
Native Hawaiian or Pacific Islander	--
White	59.0%
Two or More Races	--
Socioeconomically Disadvantaged	34.0%
English Learners	2.0%
Students with Disabilities	18.0%
Students Receiving Migrant Education Services	13.0%
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/14/2016

Career Technical Education Programs (School Year 2014-15)

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 2014-15 school year, 1382 students took at least one CTE course.

Last updated: 1/22/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1123
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	8.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	25.0%

Last updated: 1/22/2016

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

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	93.9%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	40.5%

State Priority: Other Pupil Outcomes

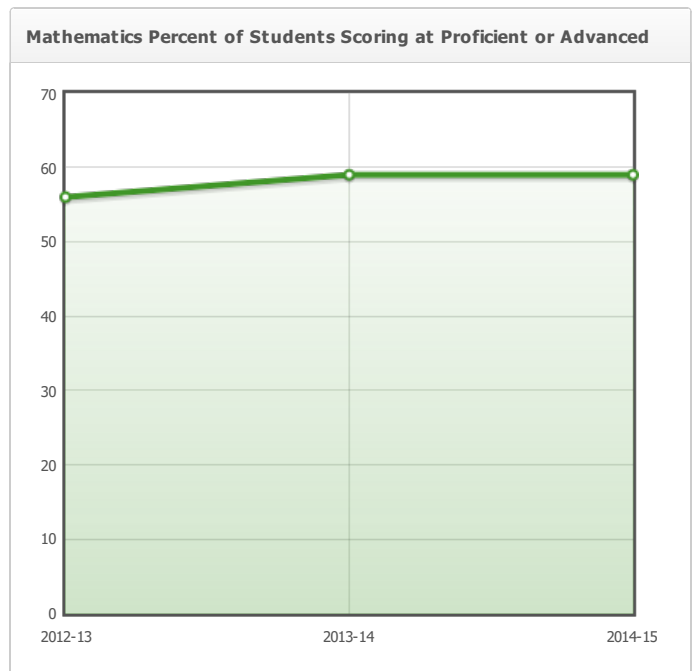
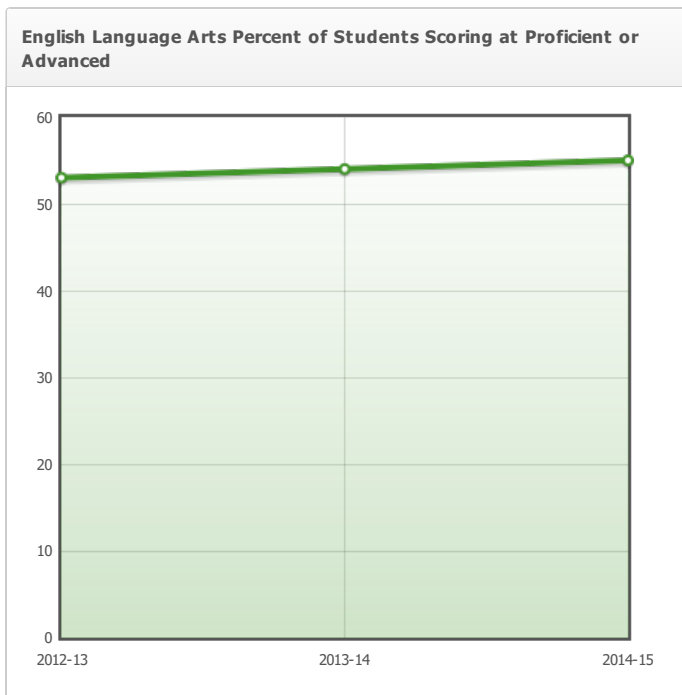
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	53.0%	54.0%	55.0%	53.0%	31.0%	33.0%	57.0%	56.0%	58.0%
Mathematics	56.0%	59.0%	59.0%	55.0%	32.0%	33.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/14/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	45.0%	32.0%	23.0%	42.0%	38.0%	20.0%
All Students at the School	45.0%	32.0%	23.0%	41.0%	38.0%	21.0%
Male	51.0%	29.0%	20.0%	44.0%	36.0%	20.0%
Female	40.0%	34.0%	26.0%	39.0%	40.0%	21.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	54.0%	33.0%	13.0%	48.0%	37.0%	15.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	30.0%	31.0%	39.0%	28.0%	41.0%	31.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	47.0%	32.0%	21.0%	43.0%	36.0%	21.0%
English Learners	88.0%	9.0%	3.0%	85.0%	14.0%	1.0%
Students with Disabilities	91.0%	4.0%	4.0%	89.0%	9.0%	2.0%
Students Receiving Migrant Education Services	79.0%	17.0%	5.0%	71.0%	25.0%	4.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/14/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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: 1/14/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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), Larry Boone, Principal, x-3101 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, Dennis Perez, 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

State Priority: Pupil Engagement

Last updated: 1/14/2016

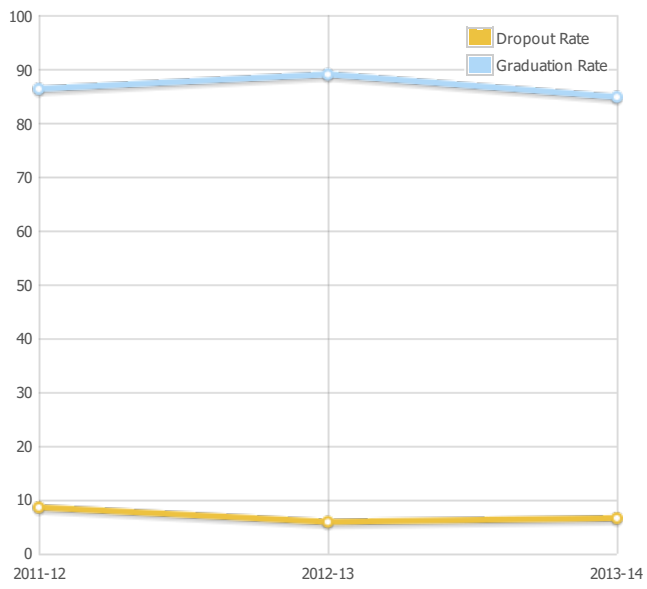
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	8.6%	5.9%	6.6%	9.9%	6.8%	9.8%	13.1%	11.4%	11.5%
Graduation Rate	86.30	89.00	84.80	84.10	86.00	80.30	78.87	80.44	80.95

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



Last updated: 1/14/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	82	83	84
Black or African American	83	88	76
American Indian or Alaska Native	91	100	78
Asian	96	100	92
Filipino	72	86	96
Hispanic or Latino	18	77	81
Native Hawaiian or Pacific Islander	60	100	83
White	83	92	89
Two or More Races	88	96	82
Socioeconomically Disadvantaged	100	74	81
English Learners	100	22	50
Students with Disabilities	86	64	61
Foster Youth	--	--	--

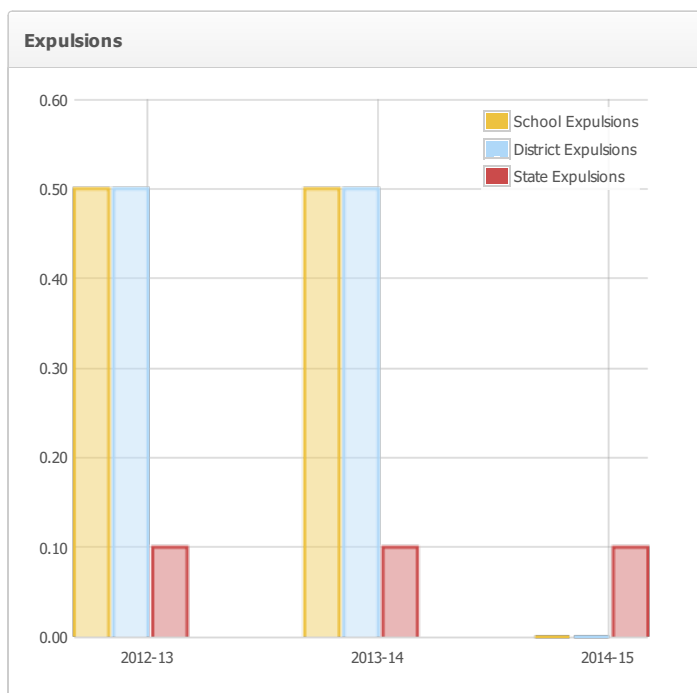
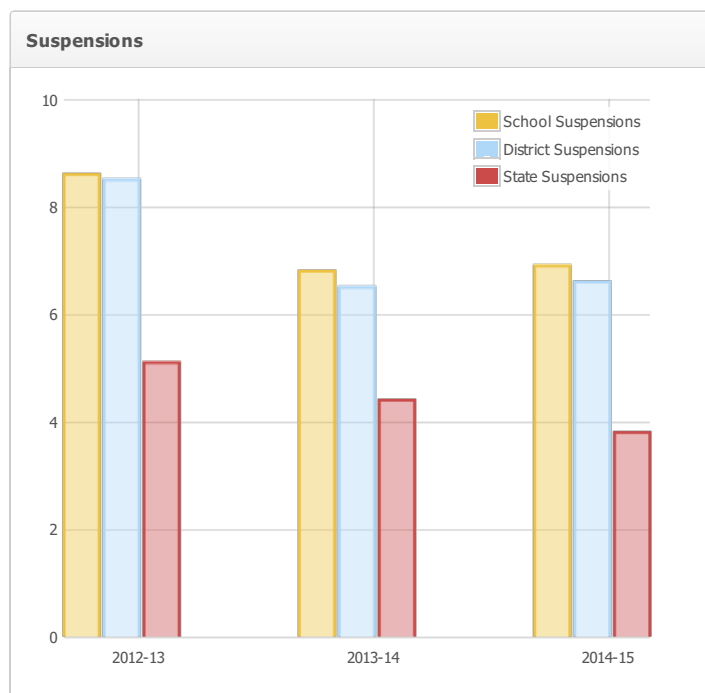
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	8.6	6.8	6.9	8.5	6.5	6.6	5.1	4.4	3.8
Expulsions	0.5	0.5	0.0	0.5	0.5	0.0	0.1	0.1	0.1



Last updated: 1/14/2016

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: 1/14/2016

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 2014-15)

AYP Criteria	School	District	State
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	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		N/A	
Met Graduation Rate	No	No	

Last updated: 1/22/2016

Federal Intervention Program (School Year 2015-16)

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	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/22/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	24.0	39	28	42	24.0	43	28	36	23.0	52	10	39
Mathematics	23.0	44	30	27	24.0	40	25	28	24.0	40	18	31
Science	30.0	8	27	24	31.0	6	12	29	28.0	13	12	22
Social Science	28.0	15	15	36	28.0	16	11	32	29.0	17	9	33

* 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: 1/22/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	500.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	2.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		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: 1/22/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$72624.0
Percent Difference – School Site and District	N/A	N/A	18.0%	--
State	N/A	N/A	\$5348.0	\$72798.0
Percent Difference – School Site and State	N/A	N/A	28.7%	--

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

Last updated: 1/22/2016

Types of Services Funded (Fiscal Year 2014-15)

In 2014-2015, the total operating costs of the FUHSD were \$28,386,823.65. 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:

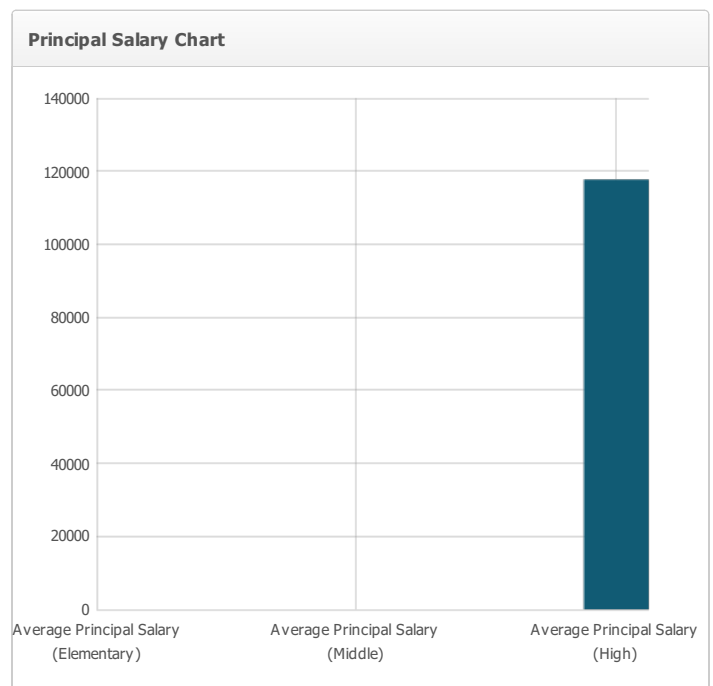
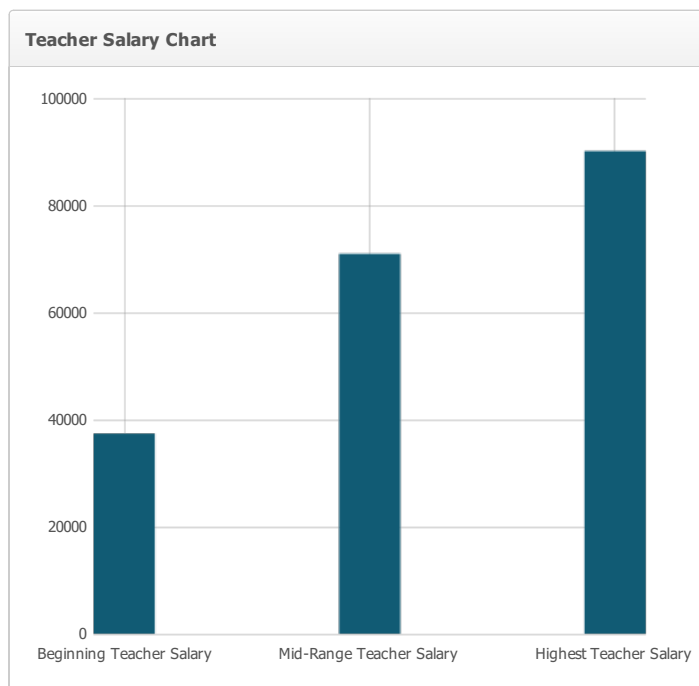
- Math Remediation Classes
- English Language Arts Remediation Classes
- READ 180 Reading Remediation
- SIA After School Tutorial Program
- The Learning Center-credit recovery program
- ELD Support classes
- SRA Reading Classes
- Palomar College Placement Testing
- College and Financial Aid Counseling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

Last updated: 1/22/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,409	\$43,455
Mid-Range Teacher Salary	\$70,950	\$69,035
Highest Teacher Salary	\$90,117	\$89,886
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	\$117,717	\$121,551
Superintendent Salary	\$173,400	\$158,898
Percent of Budget for Teacher Salaries	30.0%	35.0%
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: 1/22/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	6	N/A
All Courses	17	0.3%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/22/2016

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.

Google Apps for Education (GAPE). Approximately 10 teachers and our Principal attended the Google Apps for Education Summit in the fall of 2015. 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.

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 Smarter Balanced Assessment, AVID, AP, SDAIE, etc. and include the Common Core State Standards and Instruction Training, 2015 - 2016.

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.

Common Core. In the Spring 2015, we began to focus on Depth of Knowledge, Rigor and preparing for the CASSP Testing. All departments have been trained this year. The district has hired consultants to facilitate trainings for teachers once a month. Administrators and teachers participate in monthly walkthroughs and feedback to ensure the alignment with classroom practice.

English Language Development. All teachers have been trained on how to implement the new ELD Standards and how they connect with the Common Core Standards. A cohort of teachers with higher number of English Language Learners participate in ELD Collaboration Days.

Restorative Practices. We have a cohort of 32 staff members that were trained this past year. They have begun implementing circles and having restorative conversations with students. The plan is to train the rest of the staff this summer.

