

Fallbrook High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 and 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/fq/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 and the county. 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.

Dave Farkas, Principal

 Principal, Fallbrook High

About Our School

Fallbrook High School is known for a strong sense of community and I am dedicated to continuing to contribute to this special culture based on teamwork. We must always remember to model respect and build trusting relationships which are the backbone of our individual and school success. Our primary school goals will always be based on preparing our students for life after graduation. These goals focus on developing productive and healthy young citizens and future leaders of America. Through high expectations and quality relationships, we will achieve our goals while enjoying memorable school years.

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: dfarkas@fuhisd.net*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
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 (School Year 2017-18)	
School Name	Fallbrook High
Street	2400 South Stage Coach Ln.
City, State, Zip	Fallbrook, Ca, 92028-4429
Phone Number	760-723-6300
Principal	Dave Farkas, Principal
E-mail Address	dfarkas@fuhisd.net
Web Site	www.fuhisd.net
County-District-School (CDS) Code	37681223732179

Last updated: 1/31/2018

School Description and Mission Statement (School Year 2017-18)

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.

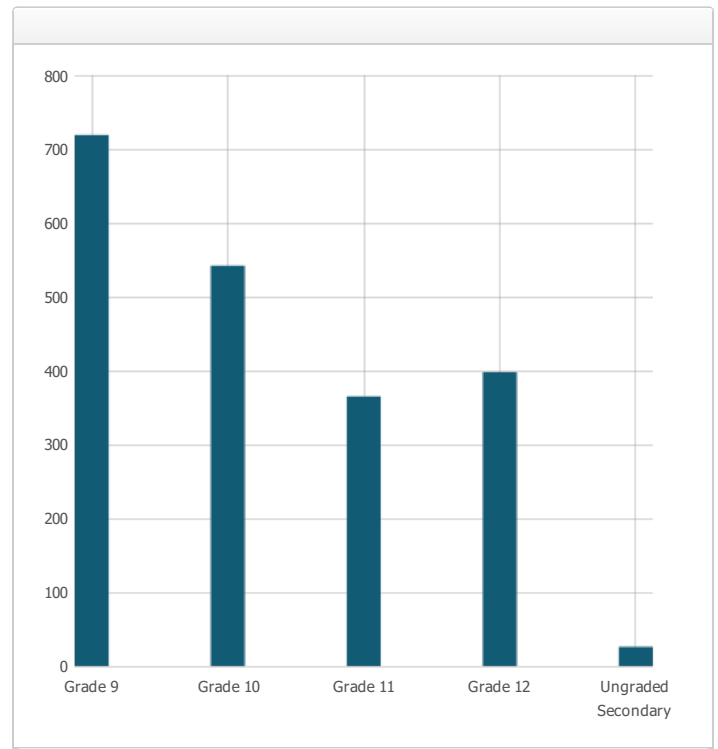
Fallbrook Union High School Values

- 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

Last updated: 1/31/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	719
Grade 10	542
Grade 11	365
Grade 12	398
Ungraded Secondary	26
Total Enrollment	2050



Last updated: 1/31/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.0 %
American Indian or Alaska Native	1.1 %
Asian	0.7 %
Filipino	0.9 %
Hispanic or Latino	63.5 %
Native Hawaiian or Pacific Islander	0.4 %
White	29.5 %
Two or More Races	1.4 %
Other	0.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	65.7 %
English Learners	14.2 %
Students with Disabilities	13.8 %
Foster Youth	0.1 %

Last updated: 1/31/2018

A. Conditions of Learning

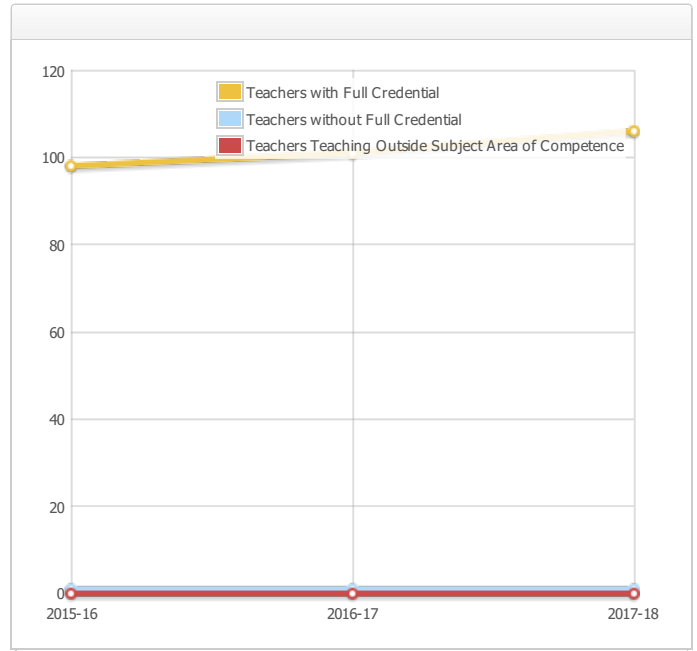
State Priority: Basic

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

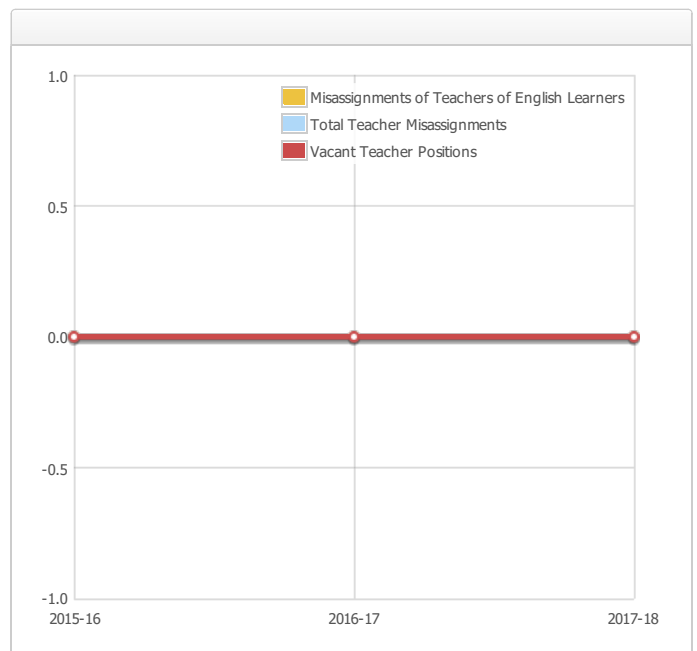
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	98	101	106	113
Without Full Credential	1	1	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/1/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/31/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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/T homson & Heinle/2004 Visions Red/T homson & Heinle/2004 Visions Blue/T homson & Heinle/2004 Visions Purple/T homson & Heinle/2004 W riter's Choice Blue/Glencoe/1999 W riter's Choice Gold/Glencoe/1999 W riter's Choice Green/Glencoe/1999 W riter's Choice Red/Glencoe/1999 Prentice Hall Literature Gold/2002 Prentice Hall Literature Platinum/2002 Prentice Hall Literature, W orld Masterpieces/Pearson-Prentice Hall/2008 Short Prose Reader/McGraw Hill/2006 Sound and Sense/T homas W adsw orth/McDougal Littell/2008 Mythology/Little Brow n & Company/2009 Grammar Sense 1, 2 & 3/2004 Grammar in Context 3/2001 READ 180 Enterprise Scholastic/2005	Yes	0.0 %
Mathematics	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 Yes 0.0 % 2015-16 SARC - Fallbrook High Page 6 of 37 Algebra T rignonometry and Structure and Method book 2, McDougal Littell, 2009 Algebra and T rignonometry, Pearson/Prentice Hall, 2008 Pre-Calculus, Pearson/Prentice Hall, 2009 Calculus I w ith Pre-Calculus, Houghton Mifflin, 2007 Calculus 7th Edition, Houghton Mifflin, 2008 Elementary Statistics, Pearson Learning, 2008		0.0 %
Science	Science Biology/ Glencoe McGraw Hill/2008 Biology, AP Edition/Pearson-Benjamin/2008 Biology Concepts & Application/T homas/Brooks/Cole 2008 Chemistry Principles and Reactions/T homson/Brooks/Cole/2006 Conceptual Physics/Pearson-Prentice Hall/2008 Earth Science/McDougal Littell/2008 Fundamentals of Physics/John W iley and Sons/2008 Introduction to the Human Body (the Essentials of Anatomy and Physiology)John W iley and Sons/2008 Physics Principles w ith Applications/2008 W orld of Chemistry, McDougal Littell/2008 Agricultural Science Earth Science/McDougal Littell T he Art of Floral Design/Delmar T he Visual Experience/Hobbs Salome Ornamental Horticulture/Delmar Pub Agribusiness Management & Entrepreneurship/Delmar Introduction to Veterinary Science/Delmar Modern Livestock & Poultry Production/Delmar		0.0 %

Agricultural Mechanics Fundamentals & Applications			
History-Social Science	History-Social Science 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		0.0 %
Foreign Language	Foreign Language 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 Pasos Tematicos y Lecturas/Pearson Nuestro Mundo/Heath-McDougal Littell Abriendo Puertas – Ampliando Perspectivas/Houghton Mifflin		0.0 %
Health	Health Lifetime Health/Holt/2004		0.0 %
Visual and Performing Arts	Visual and Performing Arts 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		0.0 %
Science Lab Eqmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2018

School Facility Conditions and Planned Improvements

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.

In 2016, the district passed a bond measure that will allow for specific improvements.

Last updated: 2/1/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Replaced several HVAC units
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Planned restoration of restrooms through the bond plan.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2017

Overall Rating	Good
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Last updated: 2/1/2018

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	63%	49%	60%	48%	48%	48%
Mathematics (grades 3-8 and 11)	34%	25%	31%	23%	36%	37%

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: 2/1/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	445	436	97.98%	48.85%
Male	233	226	97.00%	40.71%
Female	212	210	99.06%	57.62%
Black or African American			90.91%	30.00%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	280	273	97.50%	41.76%
Native Hawaiian or Pacific Islander	--	--	--	
White	129	128	99.22%	61.72%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	252	245	97.22%	38.37%
English Learners	136	130	95.59%	19.23%
Students with Disabilities	60	57	95.00%	--
Students Receiving Migrant Education Services	57	57	100.00%	33.33%
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/1/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	445	435	97.75%	25.29%
Male	233	226	97.00%	23.01%
Female	212	209	98.58%	27.75%
Black or African American	--	--	90.91%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	280	272	97.14%	19.12%
Native Hawaiian or Pacific Islander	--	--	--	--
White	129	128	99.22%	35.16%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	252	244	96.83%	17.21%
English Learners	136	130	95.59%	--
Students with Disabilities	60	57	95.00%	--
Students Receiving Migrant Education Services	57	57	100.00%	12.28%
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/1/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	38.0%	37.0%	39.0%	35.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 2/1/2018

Career Technical Education Programs (School Year 2016-17)

In 2016-17, Fallbrook High School offered a variety of career technical education courses in the following areas: Television and Video Production, Computers, Child Development, Fashion Design and Merchandising, Food Service and Hospitality, Advanced Manufacturing (Machining and Welding); Woodworking and Cabinet Making; Vehicle Maintenance Service and Repair; and Agriculture. 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.

For the 2017-2018 school year, Fallbrook High School will make changes to CTE programs by adding complete pathways in Agriculture, Advanced Manufacturing, Cyber Security.

Last updated: 2/1/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	438
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	60.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10.0%

Last updated: 2/1/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	95.8%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	32.8%

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 area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	21.7%	19.1%	47.1%

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: 1/31/2018

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 (School Year 2017-18)

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), David Farkas, Ed.D. Principal, x-3101 Lissette Russell x-3103
 Curriculum Advisory Committee, Jose Iniguez, Asst. Superintendent, x-6494
 English Learner Advisory Committee (ELAC), Anthony Morrow, House Principal x-3112, Emily Toone x-3208, Jorge Rojas x-2110
 Parent Welcome Center, Emily Toone x-3208, Jorge Rojas x-2110

GATE Parent Advisory Committee, Connie Fellos x-3110
 Career Technical Education Advisory Groups, Lita Tabish x-2098
 School Site Council, Chair Rose Peralta
 Migrant Education, Maricela Garcia x-2012

Agriculture (AG) Booster Program, Doug Sehnert x-2509
 Associated Student Body (ASB), Alana Milton, ASB Director x-3501
 Athletic Booster Programs, Patrick Walker, Athletic Director x-3610
 Band Booster Program, Derek Lee, Band Director x-2301
 Choral Booster Program, Heather Smith, Choral Director x-2302
 WASC Focus Groups, David Farkas, Ed.D. Principal x-3102 Megan Wiblemo, WASC Coordinator x-2040

State Priority: Pupil Engagement

Last updated: 2/1/2018

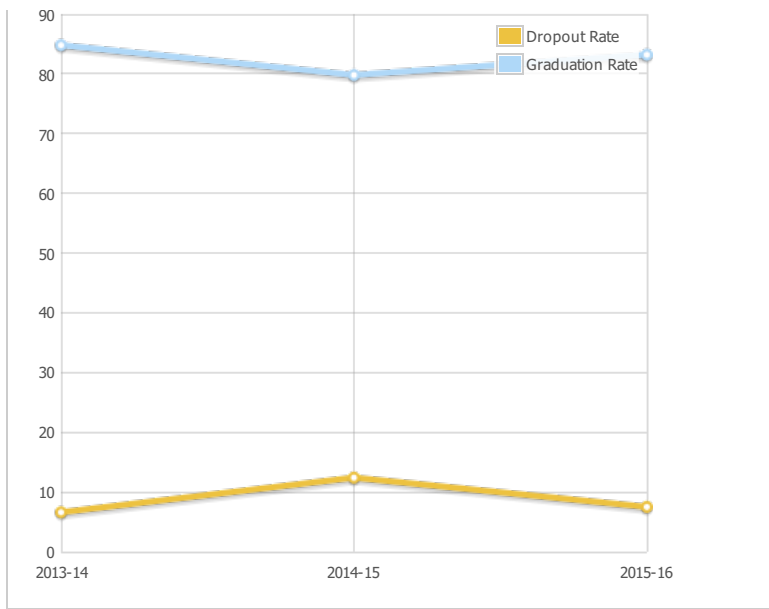
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	6.6%	12.4%	7.5%	9.8%	12.2%	9.0%	11.5%	10.7%	9.7%
Graduation Rate	84.8%	79.8%	83.2%	80.3%	80.2%	79.7%	81.0%	82.3%	83.8%

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



Last updated: 1/31/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	86.5%	84.4%	87.1%
Black or African American	83.3%	83.3%	79.2%
American Indian or Alaska Native	71.4%	77.8%	80.2%
Asian	66.7%	66.7%	94.4%
Filipino	75.0%	75.0%	93.8%
Hispanic or Latino	85.2%	81.3%	84.6%
Native Hawaiian or Pacific Islander	50.0%	66.7%	86.6%
White	91.1%	91.4%	91.0%
Two or More Races	100.0%	75.0%	90.6%
Socioeconomically Disadvantaged	83.8%	81.7%	85.5%
English Learners	29.0%	29.3%	55.4%
Students with Disabilities	70.8%	72.4%	63.9%
Foster Youth	0.0%	0.0%	68.2%

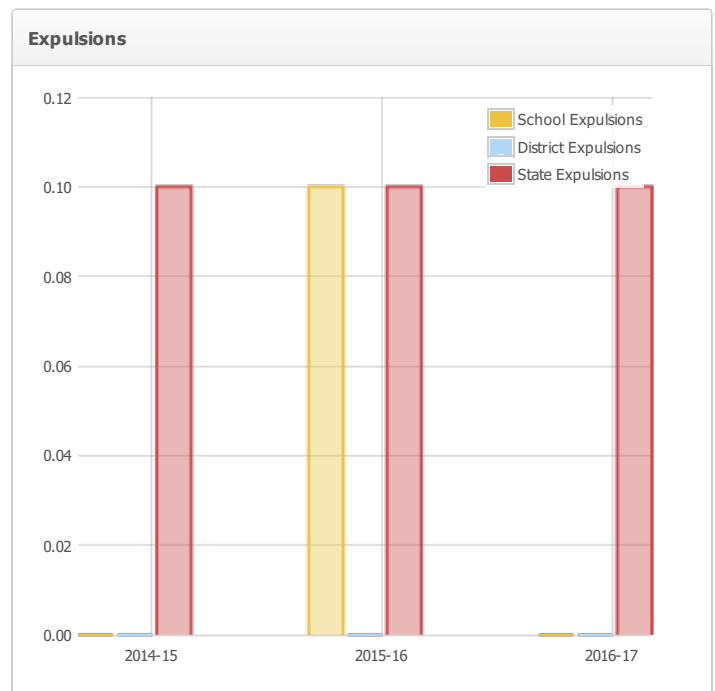
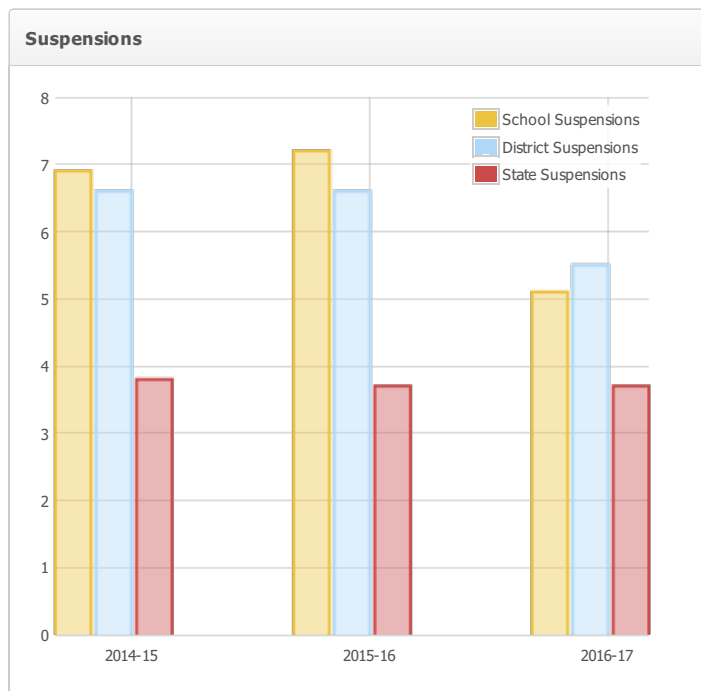
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.9%	7.2%	5.1%	6.6%	6.6%	5.5%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/31/2018

School Safety Plan (School Year 2017-18)

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. In addition to the comprehensive drill held during the fall, a school-wide Fire/Safety Evacuation Drill and a Drop and Cover are also administered.

Last updated: 1/31/2018

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.

Federal Intervention Program (School Year 2017-18)

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 5
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.0%

Last updated: 2/1/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	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												

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

Last updated: 2/1/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	23.0	52	10	39	26.0	31	17	38	26.0	27	43	18
Mathematics	24.0	40	18	31	25.0	22	30	22	26.0	26	20	26
Science	28.0	13	12	22	29.0	6	25	14	29.0	8	20	17
Social Science	29.0	17	9	33	28.0	11	22	22	30.0	10	16	29

* 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: 2/1/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.0	350.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	2.0	N/A
Social Worker	1.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 2/1/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$78308.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$77535.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

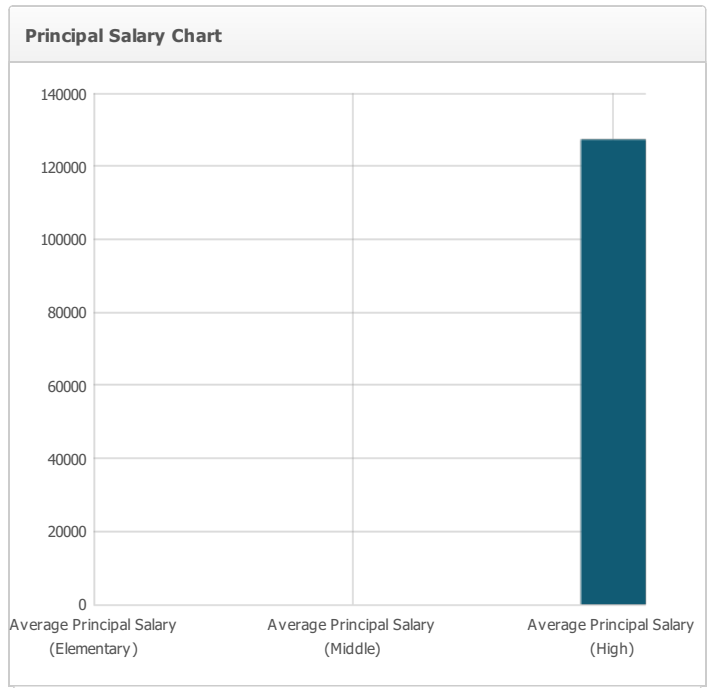
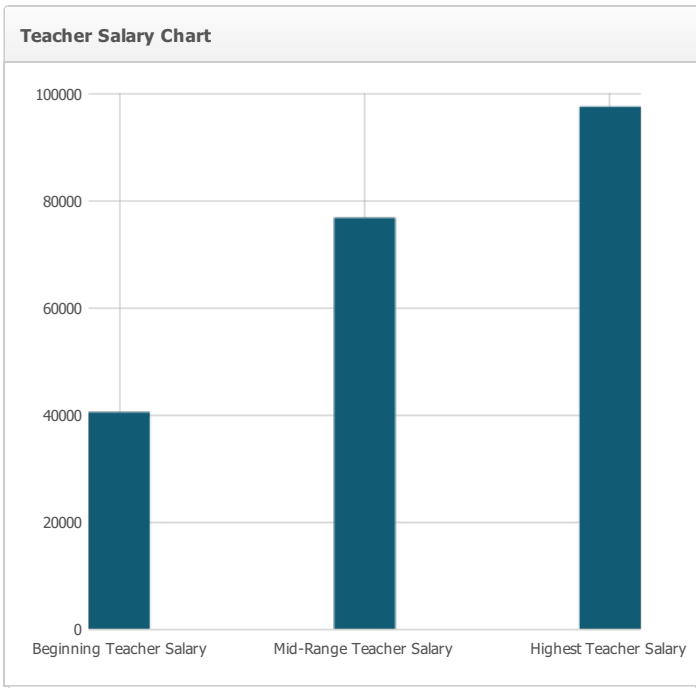
Last updated: 2/1/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
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Beginning Teacher Salary	\$40,461	\$46,060
Mid-Range Teacher Salary	\$76,740	\$70,769
Highest Teacher Salary	\$97,471	\$98,039
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$127,323	\$127,576
Superintendent Salary	\$223,756	\$170,379
Percent of Budget for Teacher Salaries	32.0%	33.0%
Percent of Budget for Administrative Salaries	6.0%	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: 2/1/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	2	N/A
All Courses	12	16.5%

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

*Where there are student course enrollments of at least one student.

Last updated: 2/1/2018

Professional Development

At Fallbrook High School we are committed to the following:

- common grading, expectations, etc.
- beginning to examine student work to see if task matches rigor on CAASPP testing
- investigating going to Integrated math pathway
- creating Common Assessments to ensure teachers use data to guide instruction
- working with county facilitator on curriculum and instruction to help increase student achievement in math
- investigating ways to get more students to take 3yrs of math

Fallbrook High school is supported by the San Diego Office of Education. The focus for professional development is on student to student interaction (S2SI). Data through various assessments inform our instructional decisions and PD. A pilot program has been implemented for teachers to lead the rollout of our upcoming one to one device initiative. In 2018 - 2019, all of our students will have access to one to one devices and teachers will have PD support from on site technology coaches.

By utilizing Interim Assessments (IA) students are receiving the opportunity to practice the SBAC type questions from grades 9 and up to the 11th grade test group.

With the continued IA expectation and testing rigor, we can continue to feed the process/cycle for the period between these IAs and the smarter balanced assessment.

Having teachers from content areas other than math and English involved in the IA process, contributes to their learning of how their content can be delivered to support and preparation by crossing over curriculum areas.

Next year when we receive the SBAC results, we can delve into each claim area to see how the IAs may have supported the preparation and also identify weaknesses and plan on even stronger implementation of IAs with actions inside instruction to support specific claim and subgroup growth.

We will continue to train teachers on the best instructional strategies to utilize to teach the Common Core State Standards and how to properly prepare students for CAASPP Exams. We are looking into a possible correlation between how well students score on the Interim Assessment Blocks and how well they test on the CAASPP exam. We are surveying students and teachers to ensure student effort did not play a part in the decline in Interim Assessment Scores and in CAASPP scores. In addition, we are working with teachers to ensure they understand how to use the IAB's to help guide their practice in the classroom.

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