

Fallbrook High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 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.

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 (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Fallbrook Union High	School Name	Fallbrook High
Phone Number	(760) 723-6332	Street	2400 South Stage Coach Ln.
Superintendent	Hugo Pedroza	City, State, Zip	Fallbrook, Ca, 92028-4429
E-mail Address	hpedroza@fuhisd.net	Phone Number	760-723-6300
Web Site	www.fuhisd.net	Principal	Larry Boone, Principal
		E-mail Address	lboone@fuhisd.net
		County-District-School (CDS) Code	37681223732179

Last updated: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

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.

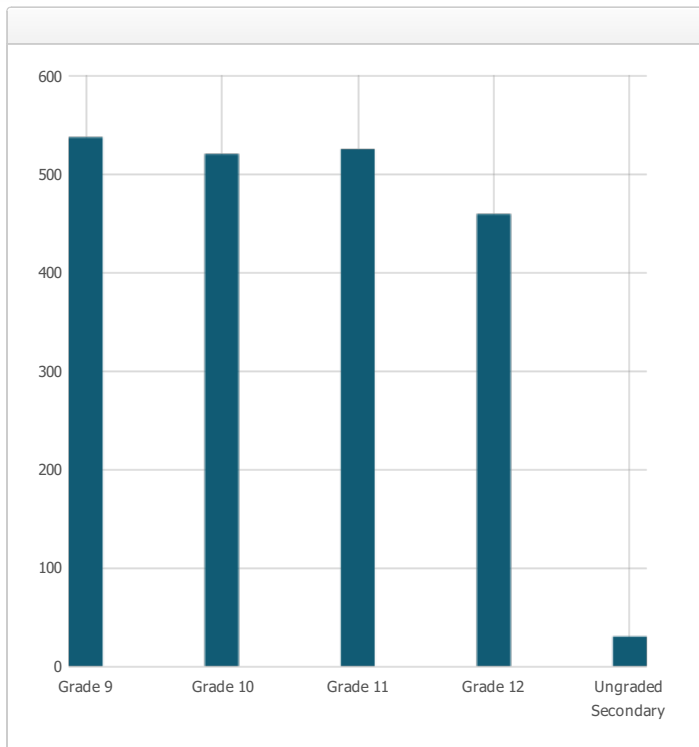
Fallbrook High School is committed to developing and implementing our 3-tier Response to Intervention (RTI), program to ensure that all students have multiple

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

Last updated: 1/31/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	537
Grade 10	520
Grade 11	525
Grade 12	459
Ungraded Secondary	30
Total Enrollment	2071



Last updated: 1/31/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	1.1 %
Asian	1.0 %
Filipino	1.1 %
Hispanic or Latino	61.9 %
Native Hawaiian or Pacific Islander	0.5 %
White	30.4 %
Two or More Races	1.1 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	65.3 %
English Learners	12.8 %
Students with Disabilities	13.3 %
Foster Youth	0.1 %

Last updated: 2/2/2017

A. Conditions of Learning

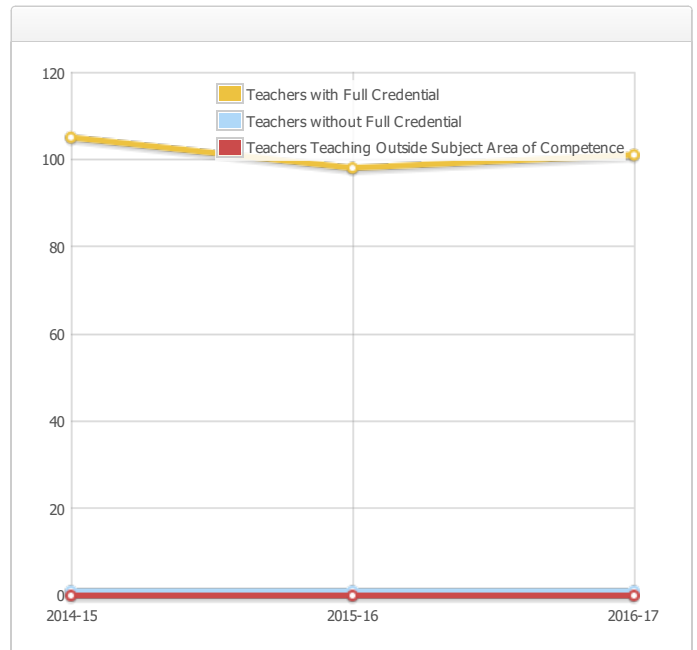
State Priority: Basic

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

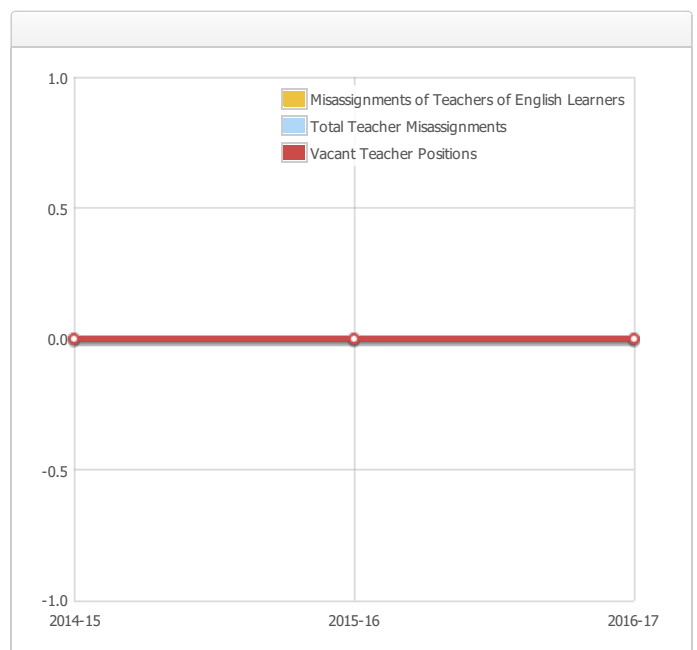
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	105	98	101	112
Without Full Credential	1	1	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/2/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 2/2/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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.

Last updated: 2/2/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

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	Yes	0.0 %

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

Science	<p>Biology/ Glencoe McGraw Hill/2008</p> <p>Biology, AP Edition/Pearson-Benjamin/2008</p> <p>Biology Concepts & Application/Thomas/Brooks/Cole 2008</p> <p>Chemistry Principles and Reactions/Thomson/Brooks/Cole/ 2006</p> <p>Conceptual Physics/Pearson-Prentice Hall/2008</p> <p>Earth Science/McDougal Littell/2008</p> <p>Fundamentals of Physics/John Wiley and Sons/2008</p> <p>Introduction to the Human Body (the Essentials of Anatomy and Physiology)John Wiley and Sons/2008</p> <p>Physics Principles with Applications/2008</p> <p>World of Chemistry, McDougal Littell/2008</p> <p>Agricultural Science</p> <p>Earth Science/McDougal Littell</p> <p>The Art of Floral Design/Delmar</p> <p>The Visual Experience/Hobbs Salome</p> <p>Ornamental Horticulture/Delmar Pub</p> <p>Agribusiness Management & Entrepreneurship/Delmar</p> <p>Introduction to Veterinary Science/Delmar</p> <p>Modern Livestock & Poultry Production/Delmar</p> <p>Agricultural Mechanics Fundamentals & Applications</p>	Yes	0.0 %
History-Social Science	<p>Modern World History/McDougal Littell/2007</p> <p>History of the Modern World, McGraw Hill/2006</p> <p>The Americans, McDougall Littell/2007</p> <p>American Pageant, Houghton Mifflin/2007</p> <p>Economics, Principles in Action/Prentice Hall/2007</p> <p>Magruder's American Government/Prentice Hall/2007</p> <p>American Government: Inst & policies, DC Heath 2012</p>	Yes	0.0 %
Foreign Language	<p>A Basic Course in ASL/T.J. Publishers</p> <p>En Espanol 1/McDougal Littell</p> <p>En Espanol 2/McDougal Littell</p> <p>En Espanol 3/McDougal Littell</p> <p>Discovering French 1/McDougal Littell</p> <p>Discovering French 2/McDougal Littell</p> <p>Discovering French 3/McDougal Littell</p> <p>AP Spanish, Preparing for the Language & Culture Exam/Pearson</p> <p>Abriendo Paso Temas y Lecturas/Pearson</p> <p>Nuestro Mundo/Heath-McDougal Littell</p> <p>Abriendo Puertas – Ampliando Perspectivas/Houghton Mifflin</p>	Yes	0.0 %

Health	Lifetime Health/Holt/2004	Yes	0.0 %
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	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2017

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.

Last updated: 1/31/2017

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	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Good	We are currently investigating options for a new PA system.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	We are currently investigations optiond for a new fire saftey system.
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	Fair
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Last updated: 1/31/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	62.0%	63.0%	57.0%	60.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	34.0%	34.0%	28.0%	31.0%	34.0%	36.0%

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.

Last updated: 1/31/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/31/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	512	467	91.2%	62.9%
Male	252	218	86.5%	57.6%
Female	260	249	95.8%	67.5%
Black or African American	14	13	92.9%	53.9%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	301	273	90.7%	52.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	170	157	92.4%	80.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	406	372	91.6%	59.0%
English Learners	57	37	64.9%	11.1%
Students with Disabilities	53	43	81.1%	21.4%
Students Receiving Migrant Education Services	71	64	90.1%	30.2%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/31/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/31/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/31/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/31/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	512	480	93.8%	34.0%
Male	252	229	90.9%	32.8%
Female	260	251	96.5%	35.2%
Black or African American	14	13	92.9%	7.7%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	301	286	95.0%	25.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	170	157	92.4%	52.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	406	385	94.8%	33.1%
English Learners	57	50	87.7%	4.0%
Students with Disabilities	53	43	81.1%	9.5%
Students Receiving Migrant Education Services	71	67	94.4%	19.4%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/31/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	47.0%	38.0%	37.0%	47.0%	39.0%	35.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/31/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	518	495	95.6%	36.6%
Male	269	259	96.3%	37.8%
Female	249	236	94.8%	35.2%
Black or African American	11	10	90.9%	20.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	334	320	95.8%	25.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	145	139	95.9%	59.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	307	293	95.4%	22.9%
English Learners	60	56	93.3%	3.6%
Students with Disabilities	56	50	89.3%	12.0%
Students Receiving Migrant Education Services	75	70	93.3%	15.7%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/31/2017

Career Technical Education Programs (School Year 2015-16)

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: 1/31/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	330
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	6.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	25.0%

Last updated: 2/1/2017

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	35.7%

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 2015-16)

Grade Level	Percentage 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: 1/31/2017

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 2016-17)

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 Lissette Russell 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: 1/31/2017

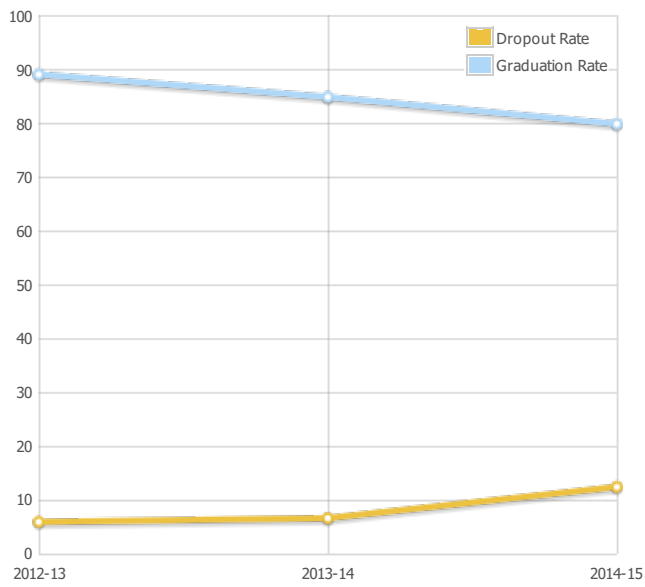
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	5.9%	6.6%	12.4%	6.8%	9.8%	12.2%	11.4%	11.5%	10.7%
Graduation Rate	89.00	84.80	79.80	86.00	80.30	79.80	80.44	80.95	82.27

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



Last updated: 1/31/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	85	85	85
Black or African American	90	91	77
American Indian or Alaska Native	0	50	75
Asian	100	100	99
Filipino	100	100	97
Hispanic or Latino	81	80	84
Native Hawaiian or Pacific Islander	50	100	85
White	89	92	87
Two or More Races	60	67	91
Socioeconomically Disadvantaged	81	81	77
English Learners	20	24	51
Students with Disabilities	74	75	68
Foster Youth	--	--	--

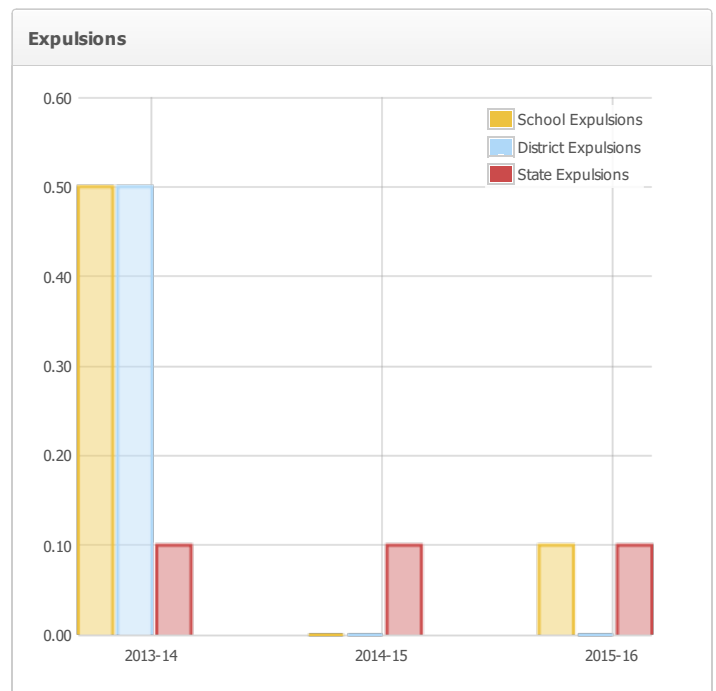
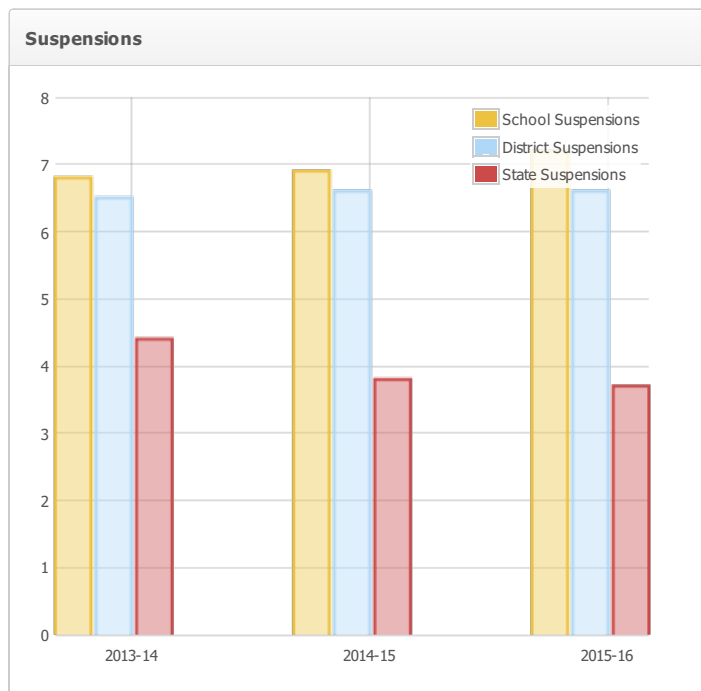
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	6.8	6.9	7.2	6.5	6.6	6.6	4.4	3.8	3.7
Expulsions	0.5	0.0	0.1	0.5	0.0	0.0	0.1	0.1	0.1



Last updated: 1/31/2017

School Safety Plan (School Year 2016-17)

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 Drill was held in the spring of 2015.

Last updated: 1/31/2017

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 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not 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	1
Percent of Schools Currently in Program Improvement	N/A	50.0%

Note: Cells with NA values do not require data.

Last updated: 2/2/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 2/2/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	43	28	36	23.0	52	10	39	20.0	33	40	15
Mathematics	24.0	40	25	28	24.0	40	18	31	22.2	26	40	5
Science	31.0	6	12	29	28.0	13	12	22	23.0	12	35	6
Social Science	28.0	16	11	32	29.0	17	9	33	16.6	17	28	10

* 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: 2/2/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

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: 2/2/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6397.5	\$515.1	\$5882.4	\$82447.9
District	N/A	N/A	\$9920.5	\$82741.9
Percent Difference – School Site and District	--	--	41.8%	0.4%
State	N/A	N/A	\$5677.0	\$75859.0
Percent Difference – School Site and State	--	--	5882.4%	--

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

Last updated: 2/2/2017

Types of Services Funded (Fiscal Year 2015-16)

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:

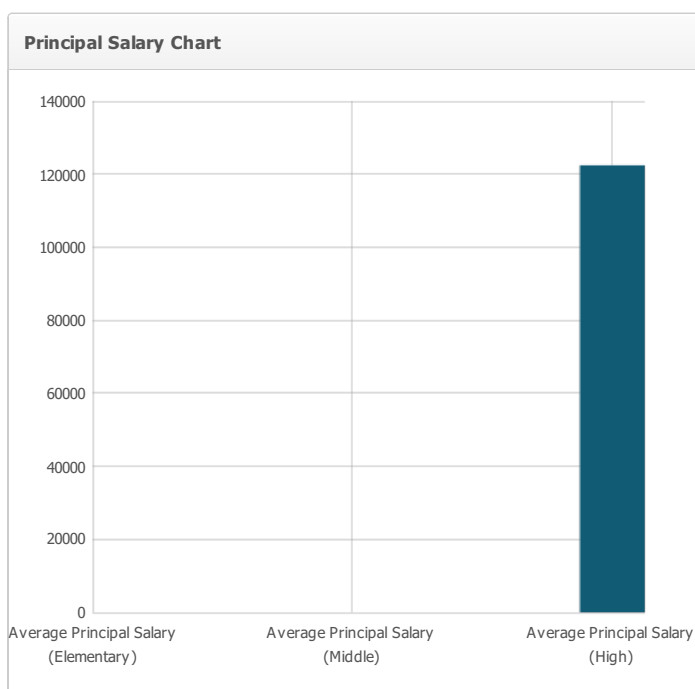
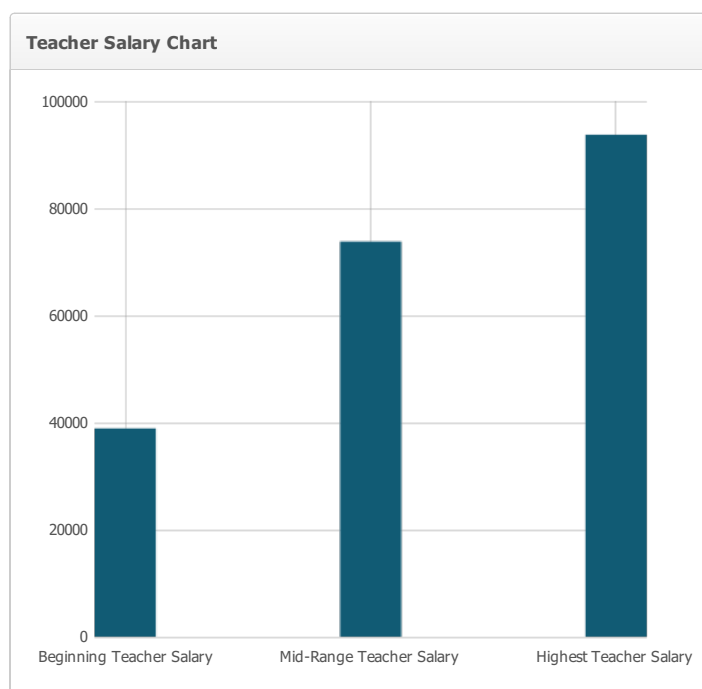
- Math Remediation Classes
- English Language Arts Remediation Classes
- READ 180 Reading Remediation
- SIA After School Tutorial Program
- The Learning Center-credit recovery program
- ELD Support classes
- SRA Reading Classes
- Palomar College Placement Testing
- College and Financial Aid Counseling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

Last updated: 2/2/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,905	\$45,265
Mid-Range Teacher Salary	\$73,788	\$72,281
Highest Teacher Salary	\$93,722	\$94,342
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$122,426	\$127,317
Superintendent Salary	\$195,000	\$168,625
Percent of Budget for Teacher Salaries	32.0%	34.0%
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: 2/2/2017

Advanced Placement (AP) Courses (School Year 2015-16)

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	7	N/A
All Courses	18	--

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

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

Last updated: 2/2/2017

Professional Development

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.

Last updated: 2/2/2017