

Fallbrook Union High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> 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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Fallbrook Union High School
Street	2400 South Stage Coach Ln.
City, State, Zip	Fallbrook, CA 92028
Phone Number	760.723.6300
Principal	Narciso Iglesias
Email Address	niglesias@fuhhsd.net
Website	fallbrookhs.fuhhsd.net
County-District-School (CDS) Code	37681223732179

Entity	Contact Information
District Name	Fallbrook Union High School District
Phone Number	760.723.6332 Ext. 6494
Superintendent	Ilsa Garza-Gonzalez, Superintendent
Email Address	igarzagonzalez@fuhds.net
Website	http://www.fuhds.net/

School Description and Mission Statement (School Year 2019-20)

Fallbrook is located in northern San Diego County, nestled between the Pala Indian Reservation and the US Marine Corps Base Camp Pendleton/Fallbrook Naval Weapons Station. The community of Fallbrook began in the area known today as Live Oak County Park. The first permanent recorded settlement was in 1869, when the Vital Reche family settled in the area. While the population continues to increase at a moderate pace, Fallbrook maintains an easy lifestyle and retains its “Friendly Village” atmosphere loved by residents and envied by visitors. Fallbrook is known for its avocado groves and claims the title “Avocado Capital of the World”. Fallbrook has always featured a rural countryside with all the amenities nearby. Our community of approximately 50,000 is spread over 127 square miles. Fallbrook is “life in the country” with a feel which sets us apart and gives all who live her a special pride.

The Fallbrook Union High School District is composed of three high schools: Fallbrook Union High School (FUHS), Ivy High School (Continuation), and Oasis High School (Independent Study).

Fallbrook Union High School (FUHS) is a public high school located in the rural community. Established in 1893, is the second-oldest high school district in San Diego County. The High School was first opened in 1893 for 20 students. In 1911, the school board voted for a \$20,000 20-year bond for construction of a new high school. Between the 1930’s and 1960;s several bonds and facility construction projects were approved and implemented. In 1994, a \$23 million bond to improve facilities and ease overcrowding was approved by Fallbrook voters. The campus sits on approximately 55 well-maintained acres. Construction began in 1996 and over the next 6 years, the district added a new gymnasium, performing arts center, agricultural center, media center and a vocational arts building. In 2016, the district residents approved \$45 million in bonds for upgrading classrooms and facilities and improving school security.

FUHS is a single comprehensive high school. The school has long been a focal point in the area and offers performing arts and athletic facilities, and more recently Career Pathway opportunities (Career and Technical Education) to students and the community. FUHS serves a predominantly agricultural community that includes Fallbrook, Rainbow, Vallecitos, Fallbrook Naval Weapons Stations and parts of the Marine Corps Base Camp Pendleton. Fallbrook High School employs 94 faculty members and has a student enrollment of approximately 2,175. The schools serves a diverse population, predominately White and Hispanic/Latino students. A significant number of our student families are highly transient, due to active duty military service and those who are Migrant. As of November 2019, of the 1981 students 68% are Hispanic/Latino, 26% White, 1% Black, 1% Native American, and 4% Other. 15% of our students are English Language Learners (ELs), 63% are Socioeconomically Disadvantaged, 5% are Homeless, 5 are Foster Youth, and 14% of our students are Special Education.(All data is sited from Data Quest) Students, staff, and community work collaboratively to achieve common goals. Together we share the responsibility to pursue academic and vocational rigor and excellence through standards-based instructional strategies. Our school provides a safe environment that inspires enthusiasm, passion, and dedication. In 2017, FUHS was a recipient of the California Gold Ribbon and in 2018 received WASC (Western Association of Schools and Colleges) accreditation.

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	525
Grade 10	528
Grade 11	464
Grade 12	464
Total Enrollment	1,981

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.6
Asian	1
Filipino	0.9
Hispanic or Latino	67.7
Native Hawaiian or Pacific Islander	0.2
White	25.8
Two or More Races	1.8
Socioeconomically Disadvantaged	62.6
English Learners	14.9
Students with Disabilities	14.3
Foster Youth	0.1
Homeless	5.4

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	97	94	94	107
Without Full Credential	3	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		0	1

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2019

Subject	Textbooks and Other 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/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	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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		
Mathematics	Big Ideas Math, Algebra I, big Ideas Learning, 2015 Agilemind Math 1 Agilemind Intensified Math 1 ST Math 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 Trigonometry and Structure and Method book 2, McDougalLittell, 2009 Algebra and Trigonometry, Pearson/Prentice Hall, 2008 Pre-Calculus, Pearson/Prentice Hall, 2009 Calculus I with Pre-Calculus, Houghton Mifflin, 2007 Calculus 7th Edition, Houghton Mifflin, 2008 Elementary Statistics, Pearson Learning, 2008	Yes	0
Science	Biology/ Glencoe McGraw Hill/2008 Biology, AP Edition/Pearson-Benjamin/2008 Biology Concepts & Application/Thomas/Brooks/Cole 2008 Chemistry Principles and Reactions/Thomas/Brooks/Cole/ 2006 Conceptual Physics/Pearson-Prentice Hall/2008 Earth Science/McDougal Littell/2008 Fundamentals of Physics/John Wiley and Sons/2008	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Introduction to the Human Body (the Essentials of Anatomy and Physiology)John Wiley and Sons/2008 Physics Principles with Applications/2008 World of Chemistry, McDougal Littell/2008 Agricultural Science Earth Science/McDougal Littell The Art of Floral Design/Delmar The Visual Experience/Hobbs Salome Ornamental Horticulture/Delmar Pub Agribusiness Management & Entrepreneurship/Delmar Introduction to Veterinary Science/Delmar Modern Livestock & Poultry Production/Delmar		
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	Yes	0
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 Abrendo Paso T emas y Lecturas/Pearson Nuestro Mundo/Heath-McDougal Littell Abriendo Puertas – Ampliando Perspectivas/Houghton Mifflin	Yes	0
Health	Lifetime Health/Holt/2004	Yes	0
Visual and Performing Arts	Arts The Visual Experience, Davis Publications/2008 The Art of Movie Making: Script to Screen,	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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		
Science Laboratory Equipment (grades 9-12)	Vernier LabQuest 2 Interface Systems, Temperature probes, Conductivity probes, Thermocouple probes, Heart rate monitor, CO2 sensor, O2 sensor, EKG monitor Microscopes Dissection supplies Anatomy materials Glassware, thermometers Bunsen burners, Hot plates, Ring stands, clamps, tongs Rulers, meter sticks Balances (electronic and triple beam) Chemicals Physics tracks and accompanying materials		

School Facility Conditions and Planned Improvements (Most Recent Year)

FIT Overall rating: 96.89% ~ Good

The Fallbrook High School campus is 64 years old, therefore the District has made it a priority to fund deferred maintenance due to the age of the campus. We make an effort to prioritize corrective and preventative maintenance for long-term savings. District allocates funds for routine restricted maintenance, plus additional funds for deferred maintenance. Our custodial staff inspect the campus throughout the day to ensure the safety of students, staff, and visitors. Equipment, structures, blacktop, and grass fields are maintained. Custodial staff maintains property in compliance with fire and safety requirements. Our maintenance crew work to ensure timely handling of needed facility repairs and immediate response to safety and health needs that arise. The campus includes 65 buildings, of which 36 are portables. The District facilities team spent \$ 51,297.58 on general repairs to our buildings in the 2017-17 school year, and \$52,686.10 in the 2017-2018 school year. Repairs are usually modest in scale and do not include modernization projects, renovations, or other construction normally paid for by bond measures. Prop 39 energy upgrades for LED lighting and air Conditioning for a total of \$548,735.93 during the 2016-17 school years.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Replaced two boiler domestic water heaters.
Interior: Interior Surfaces	Poor	We replaced carpet in 20 classrooms. 25 Classrooms had holes repaired and were painted
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Weekly services provided to the school.
Electrical: Electrical	Good	Replaced a transformer, outdoor lighting with LED's.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	5 restrooms were completely remodeled and 5 are in the process of being remodeled.
Safety: Fire Safety, Hazardous Materials	Good	Completed 12 page list of fire hazards per fire marshall.
Structural: Structural Damage, Roofs	Fair	Repairs were done to the main office, east and west gym and girls locker room. We continue to repair damaged roofs as needed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good Fair	Replaced 15 fire rated doors.
Overall Rating	Good	

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	56	52	52	49	50	50
Mathematics (grades 3-8 and 11)	27	24	24	21	38	39

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	423	421	99.53	0.47	52.02
Male	221	219	99.10	0.90	45.66
Female	202	202	100.00	0.00	58.91
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	283	282	99.65	0.35	46.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	112	111	99.11	0.89	65.77

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	75.00
Socioeconomically Disadvantaged	259	258	99.61	0.39	43.80
English Learners	103	102	99.03	0.97	9.80
Students with Disabilities	53	52	98.11	1.89	3.85
Students Receiving Migrant Education Services	51	51	100.00	0.00	27.45
Foster Youth					
Homeless	20	20	100.00	0.00	25.00

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	423	421	99.53	0.47	24.23
Male	221	219	99.10	0.90	22.37
Female	202	202	100.00	0.00	26.24
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	283	282	99.65	0.35	18.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	112	111	99.11	0.89	36.94
Two or More Races	12	12	100.00	0.00	16.67
Socioeconomically Disadvantaged	259	258	99.61	0.39	18.22
English Learners	103	102	99.03	0.97	0.98
Students with Disabilities	53	52	98.11	1.89	0.00
Students Receiving Migrant Education Services	51	51	100.00	0.00	9.80

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	20	20	100.00	0.00	0.00

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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

FUHS CTE programs and pathways are overseen by Melissa Marovich. and led by department chair Jacob Bagnell.

- Advanced Manufacturing and Engineering
- Transportational Technology
- Culinary Arts
- Agriculture Science
- Robotics
- Cyber Security
- Computer Science

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	799
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	28.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	92.7

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	35.91

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	21.7	21.9	40.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

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, parents participate in School Site Council and English Language Advisory Committee (ELAC), 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), Narciso Iglesias, Principal, x-3101 Janett Flores x-3103

Curriculum Advisory Committee, Emily Toone, x-3208

English Learner Advisory Committee (ELAC), Steve Martinez, Assistant Principal x-3112, Emily Toone x 3208, Jorge Rojas x-2110

Parent Welcome Center, Emily Toone x 3208, Jorge Rojas x-2110

Career Technical Education Advisory Groups, Melissa Marovich x-6298

School Site Council, Chair Nora Maier

Migrant Education, Maricela Garcia x-2012

Agriculture (AG) 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, Narciso Iglesias, Ed.D. Principal x-3102 Megan Wiblemo, WASC Coordinator x-2040

State Priority: Pupil Engagement

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	7.5	8.3	6.4	9	9.9	7.2	9.7	9.1	9.6
Graduation Rate	83.2	82.9	87.1	79.7	78.1	84.3	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.1	5.0	6.4	5.5	5.0	6.0	3.6	3.5	3.5
Expulsions	0.0	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

FUHS is a clean and safe environment that is conducive to productive learning. We enhance and update our comprehensive safety plan annually (latest adoption March 2018) to incorporate policies and procedures of injury and illness prevention for students and staff and to address campus threats. School safety plans and procedures are in place to ensure the safety of students, staff, and volunteers. The School Safety Plan is developed by administration with input from local emergency agencies. It is then shared with school committees such as the School Site Council, ELAC, and PTSA. The Safety Plan is then submitted to the School Board for approval.

The safety committee is comprised of school staff and community members. The committee welcomes diverse viewpoints and members have law enforcement, public safety, military, and/or other relevant experience. The committee, lead by school administration, meets annually. The committee review potential threats and makes recommendations to improve plans, policies, and procedures

Assessment of School Safety: the school uses the process of assessment, planning, physical protection, and response capacity development designed to: 1) Protect students and staff from physical harm; 2) minimize disruption and ensure the continuity of education for all students; 3) Develop and maintain a culture of safety; and 4) Inform school community of safety plan and procedures. FUHS assesses hazards, vulnerabilities, and capacities and resources; plans and implements for physical risk reduction, maintenance of safe facilities, standard operating procedures and training for disaster response; and creates preparedness plans and conducts regular drills for a variety of potential incidents. FUHS practices, monitors, and improves by holding drills to practice, reflect and improve. The Comprehensive School Safety Plan is aligned with the recommendations from the San Diego County Office of Education, State Homeland Security, local emergency responders, and public safety officials.

Strategies and Programs to Provide and Maintain a High Level of Safety: FHS 75 acre facility is completely fenced and locked. The school campus is monitored by the facilities and maintenance staff from 5:30am to 9:00pm. The District has response protocols for situations and/or students who are at-risk or in crisis. Interventions are designed for students who may not respond to prevention efforts. Staff is trained in crisis response. A social worker intern is part of the crisis response team. Three school psychologists, and six counselors are available to provide counseling and academic support to students.

Each classroom is equipped with emergency supplies, and our District provides emergency food and water supplies for our students and staff. We conduct regular safety inspections of all classrooms, office space, kitchen facilities, restrooms, grounds, and buildings.

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 FHS School Site Council. This process facilitates the efforts of the school's commitment to student safety. FHS employs seven campus supervisors who monitor the campus before, during and after school. 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. Drills include a school-wide Fire/Safety Evacuation Drill and a Drop and Cover and a Lockdown.

Contents of the plan are:

- Child Abuse Reporting Procedures
- Disaster Response Procedures
- EMERGENCY RESPONSE CRISIS MANAGEMENT
- Suspension & Expulsion Policies
- Procedures for Notifying Teachers about Dangerous Pupils
- Discrimination & Harassment Policy
- Safe and Orderly Environment
- Policies & Procedures on Positive School Climate
- Assessment of the Current Status
- Component 1: Social Climate: People and Programs
- Component 2: Physical Environment: Place
- Rules and Procedures on School Discipline
- Hate Crime Policies and Procedures
- Bullying Prevention Policies and Procedures prohibiting Gang Attire
- Safe Ingress and Egress

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	26	27	43	18	27	20	24	34	28	22	14	40
Mathematics	26	26	20	26	26	26	18	24	27	17	18	26
Science	29	8	20	17	29	6	23	17	30	6	11	22
Social Science	30	10	16	29	28	9	25	19	29	12	5	31

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1981.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,399.14	\$2,961.62	\$7,437.52	
District	N/A	N/A	\$10,351.23	\$78,685.00
Percent Difference - School Site and District	N/A	N/A	-32.8	
State	N/A	N/A	\$7,506.64	\$79,737.00
Percent Difference - School Site and State	N/A	N/A	-43.3	

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

These are the following programs and supports to help assist students.

- *Intensified Math 1 which includes growth mindset.
- *Avid Program
- *Avid Tutors
- *ST Math
- *Parent Welcome Center
- *2 full time counselors
- *ELD Foundational Literacy
- *ELD Tutors

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,178	\$48,684
Mid-Range Teacher Salary	\$79,997	\$78,920
Highest Teacher Salary	\$101,607	\$99,844
Average Principal Salary (Elementary)	\$0	\$137,288
Average Principal Salary (Middle)	\$0	\$135,905
Average Principal Salary (High)	\$139,451	\$134,157
Superintendent Salary	\$242,131	\$185,654
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	4	N/A
Fine and Performing Arts	4	N/A
Foreign Language	4	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	5	N/A
All courses	24	15.9

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	12

Fallbrook High School (FHS) is committed to the following guidelines to guide quality professional development:

- Common goals, grading, and expectations
- Creating and examining common assessments to ensure teachers use data to guide instruction
- Examining instruction and student work to reflect rigor on CAASPP
- Collaborating with San Diego County Office of Education (SDCOE) around curriculum and instruction
- Implementing Integrated Math pathway; investigating strategies to engage students in 3-years of math

District funds are used to provide professional growth opportunities for all employees. Teachers meet regularly to review student work, plan instruction, and share teaching strategies. Our teachers are appropriately credentialed and are highly qualified and teach in their subject matter area. Teachers have the tools and resources necessary to offer students differentiated instruction based on advanced education, specialized training, and experience. We encourage teachers to collaborate and to use their expertise to help guide instruction. The following professional development opportunities are provided:

- Differentiated Assistance with San Diego County Office of Education (address SPED CAASPP performance)
- Curriculum Instructional Leadership Team (CILT) (to plan and prioritize instructional practices)
- Instruction Focus & Tech - Walk-Throughs with SDCOE (practice/collaborate and observe student to student interactions in the classroom)
- Curriculum Development (look at standards and develop benchmarks and curriculum maps)
- English Learner Professional Development (teachers to develop and implement strategies and collaborate with ELD team)
- “Orenda” Principal’s Exchange with SDCOE (to interview, observe, collect data for academic success)
- SDSU Urban Schools (training on CalPads and Dashboard)
- Special Education for Instructional Aides (CPR, Crisis Prevention Intervention (CPI), data collection, ‘push-in’ supports, and NCCSE {North Coastal Consortium} support around communication software/support)
- Special Education Teachers (NCCSE support in CPI, data collection, writing IEPs, goal writing, transition planning, Communication and Assistive Technology, Unique and News2You Curriculum, reading instruction, autism support, and adult transitions)

FHS focuses on student to student interaction (S2SI) harnessed by technology use in all classrooms through 1:1 student Chromebooks. Site Technology Coaches support student and teachers. The school uses data from various assessments to guide instructional decisions and professional development. Teachers utilize CAASPP/SBAC Interim Assessments to prepare and practice for the state assessment.