

Fallbrook Union High School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School 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	Lauren Jones
Email Address	Ljones@fuhisd.net
School Website	https://fallbrookhs.fuhisd.net/
County-District-School (CDS) Code	37681223732179

2021-22 District Contact Information

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

2021-22 School Overview

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 here 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 a 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 the construction of a new high school. Between the 1930s and 1960s, 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 95 faculty members and has a student enrollment of approximately 2,175. The school 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 migrants. As of 2019-2020, of the 1985 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

2021-22 School Overview

Disadvantaged, 5% are Homeless, 5 are Foster Youth, and 14% of our students are Special Education (All data is cited 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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	580
Grade 10	507
Grade 11	448
Grade 12	429
Total Enrollment	1,964

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	0.3
Asian	1.2
Black or African American	1.3
Filipino	0.7
Hispanic or Latino	68.1
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.2
White	24.9
English Learners	15.2
Foster Youth	0.3
Homeless	5.2
Migrant	286
Socioeconomically Disadvantaged	72.8
Students with Disabilities	14.6

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2019
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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 Handbook 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
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 Algebra Trigonometry and Structure and Method book 2, McDougal Littell, 2009 Algebra and Trigonometry, Pearson/Prentice Hall, 2008 Pre-Calculus, Pearson/Prentice Hall, 2009 Calculus I with Pre-Calculus, Houghton Mifflin, 2007 Calculus 7th Edition, Houghton Mifflin, 2008 Elementary Statistics, Pearson Learning, 2008	Yes	0
Science	Biology/ Glencoe McGraw Hill/2008 Biology, AP Edition/Pearson-Benjamin/2008 Biology Concepts & Application/Thomas/Brooks/Cole 2008 Chemistry Principles and Reactions/Thomson/Brooks/Cole/ 2006 Conceptual Physics/Pearson-Prentice Hall/2008 Earth Science/McDougal Littell/2008 Fundamentals of Physics/John Wiley and Sons/2008 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	Yes	0

	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 Abriendo Paso Temas 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, 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 Draw ing, Davis Publications/2007 The Annotated Mona Lisa, Andrews and McNeel/1992 Discovering Art History/Davis Publications	Yes	0
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

FIT Overall rating: 98.18% ~ Good

The Fallbrook High School campus is 65 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 maintenance and Custodial staffs inspect the campus every day to ensure the safety of students, staff, and visitors. Equipment, structures, blacktop, and grass fields are maintained by the MOT staff. The MOT staff maintains the 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 funding on general repairs to our buildings in the 2016-17 school year, and 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. There were Prop 39 energy upgrades for LED lighting and HVAC for a substantial amount during the 2016-17 school years.

Year and month of the most recent FIT report

12/1/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 143: Portable - needs new roof
Interior: Interior Surfaces	X			Boys Restroom 20's Building: Outside doors need replacing - Wall tile damaged - New paint Girls Restroom 10's Building: Outside doors need replacing - New paint PAC Lobby: Lobby walls repainted Graffiti & shatter proof window treatments applied Room 40: Needs carpet - worn and frayed Room 41: Needs carpet - worn and frayed Room 43: Carpet Frayed Room 45: Needs carpet - worn and frayed Room 502: Condemned - Major Roof & Interior wall damage yes 11/2020 Room 503: Condemned - Major Roof & Interior wall damage yes 11/2020 Room 61: Floor (hard) needs replacing Room 81: Frayed Carpet -Doors & Walls Painted 2020 Room 91: Carpet Worn - Needs Replacing Staff Break Room/Restroom: Worn Carpet West Gym (Old Gym): Bleachers repaired, Floor repaired, refinished and red walls painted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 502: Condemned - Major Roof & Interior wall damage yes 11/2020 Room 503: Condemned - Major Roof & Interior wall damage yes 11/2020

School Facility Conditions and Planned Improvements

			South Gym Hallway: Fire Hazzard, cluttered hallway with athletic equipment - Cleaned and Waxed 2020
Electrical	X		Room 144: Severe Cracks in Portable classroom roof - condemned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		Room 502: Condemned - Major Roof & Interior wall damage yes 11/2020 Room 503: Condemned - Major Roof & Interior wall damage yes 11/2020 Room 504: Ramp to portable needs replacing - Foundation cribbing dry rot confirmed 11/2020 South Gym Hallway: Fire Hazzard, cluttered hallway with athletic equipment - Cleaned and Waxed 2020
Structural: Structural Damage, Roofs	X		Gymnastics Room: Holes in drywall - vandalized 2020 M&O Offices: Roof needs to be replaced PAC Dressing Rooms: Roof Leaks 11/12/2020 Walls repaired and painted PAC Room 301 Band: Needs Roof Replacement - Leaks - PAC Room 302 Choir: Roof Leaks PAC Room 303 Dance: PAC Room 304 Drama: needs carpet - walls painted Room 139/140 Wrestling: Roof Leaks - Needs new roof Room 141: Severe Cracks in Portable classroom roof - roof leaks by window Room 143: Portable - needs new roof Room 144: Severe Cracks in Portable classroom roof - condemned Room 406 Metalshop: Roof needs to be replaced - Major leaks Room 415 Autoshop Shop Area: Roof Leaks Room 501: Innterior/Exterior has stucco damage minor roof leaks fixed 11/25/2020 Foundation issues possible? Room 502: Condemned - Major Roof & Interior wall damage yes 11/2020 Room 503: Condemned - Major Roof & Interior wall damage yes 11/2020

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Boys Restroom 20's Building: Outside doors need replacing - Wall tile damaged - New paint Girls Restroom 10's Building: Outside doors need replacing - New paint Gymnastics Room: Holes in drywall - vandalized 2020
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	414	302	72.95	27.05	58.67
Female	197	148	75.13	24.87	61.49
Male	217	154	70.97	29.03	55.92
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	284	208	73.24	26.76	52.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	9	69.23	30.77	--
White	104	73	70.19	29.81	73.97
English Learners	57	33	57.89	42.11	6.25
Foster Youth	--	--	--	--	--
Homeless	56	34	60.71	39.29	43.75
Military	72	53	73.61	26.39	54.72
Socioeconomically Disadvantaged	298	215	72.15	27.85	53.99
Students Receiving Migrant Education Services	54	43	79.63	20.37	54.76
Students with Disabilities	62	34	54.84	45.16	27.27

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	414	288	69.57	30.43	35.31
Female	197	142	72.08	27.92	32.62
Male	217	146	67.28	32.72	37.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	284	200	70.42	29.58	27.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	8	61.54	38.46	--
White	104	68	65.38	34.62	51.47
English Learners	57	32	56.14	43.86	0.00
Foster Youth	--	--	--	--	--
Homeless	56	32	57.14	42.86	12.50
Military	72	52	72.22	27.78	28.85
Socioeconomically Disadvantaged	298	204	68.46	31.54	30.05
Students Receiving Migrant Education Services	54	44	81.48	18.52	23.26
Students with Disabilities	62	33	53.23	46.77	6.25

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	NA	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/a	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A

Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/AN/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	365	NT	NT	NT	NT
Female	176	NT	NT	NT	NT
Male	189	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	251	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	89	NT	NT	NT	NT
English Learners	35	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	58	NT	NT	NT	NT
Military	45	NT	NT	NT	NT
Socioeconomically Disadvantaged	272	NT	NT	NT	NT
Students Receiving Migrant Education Services	51	NT	NT	NT	NT
Students with Disabilities	41	NT	NT	NT	NT

2020-21 Career Technical Education Programs

FUHS CTE programs and pathways are overseen by Jeeda Gabriel and led by department chair Doug Sehnert.

The following CTE programs are available at Fallbrook High School and with the addition of the International Baccalaureate program, students may now be able to earn a Career-related Certificate in the following areas:

*Advanced Manufacturing and Engineering

*Transportation Technology

*Culinary Arts

*Agriculture Science

*Robotics

*Cyber Security

*Computer Science

*Digital Media

*Dance

*Digital Media

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	786
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	37.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	81.5

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.22
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	42.24

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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

2021-22 Opportunities for Parental Involvement

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 English Language Learners are involved through the Parent Welcome Center. School communication is enhanced through the social media sites Facebook, Instagram 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),	Lauren Jones, 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,	Jeeda Gabriel x-6298
School Site Council,	Chair Nora Maier
Migrant Education,	Maricela Garcia x-2012
Agriculture (AG)/CTE Programs,	Doug Sehnert x-2509
Associated Student Body (ASB),	Nicolas Brust, 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,	Lauren Jones, Principal x-3102 Megan Wiblemo, WASC Coordinator x-2040

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	6.1	9.3	10.1	8.8	8.8	9.8	9.0	8.9	9.4
Graduation Rate	88.3	83.7	80.8	84.0	81.8	80.0	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	407	329	80.8
Female	191	165	86.4
Male	216	164	75.9

American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	279	216	77.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	11	9	81.8
White	99	87	87.9
English Learners	95	50	52.6
Foster Youth	--	--	--
Homeless	51	31	60.8
Socioeconomically Disadvantaged	335	264	78.8
Students Receiving Migrant Education Services	95	70	73.7
Students with Disabilities	55	35	63.6

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2043	1996	254	12.7
Female	965	950	93	9.8
Male	1078	1046	161	15.4
American Indian or Alaska Native	5	4	0	0.0
Asian	23	23	1	4.3
Black or African American	27	27	1	3.7
Filipino	13	13	0	0.0
Hispanic or Latino	1391	1357	201	14.8
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	48	46	4	8.7
White	510	500	45	9.0
English Learners	326	313	96	30.7
Foster Youth	8	8	0	0.0
Homeless	114	107	31	29.0
Socioeconomically Disadvantaged	1503	1464	230	15.7
Students Receiving Migrant Education Services	312	306	54	17.6
Students with Disabilities	307	292	60	20.5

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.36	0.05	6.00	0.05	3.47	0.20
Expulsions	0.09	0.00	0.09	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.52	4.84	2.45
Expulsions	0.33	0.31	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.05	0.00
Female	0.00	0.00
Male	0.09	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.07	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.07	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

FUHS is a clean and safe environment that is conducive to productive learning. We enhance and update our comprehensive safety plan annually (latest adoption is 3/20. Newest plan will be adopted at 2/7/22 Board Meeting) 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 the 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 the 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's 75-acre facility is completely fenced and locked. The school campus is monitored by the facilities and maintenance staff from 5:30 am to 9:00 pm. The District has response protocols for situations and/or students who are at-risk or in crisis. Interventions are designed for students who may

2021-22 School Safety Plan

not respond to prevention efforts. Staff is trained in crisis response. A social worker intern is part of the crisis response team. Two school psychologists and five 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 six campus supervisors who monitor the campus before, during, and after school. This personnel assisted by the administrative team provides 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 daily, 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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	22	14	40
Mathematics	27	17	18	26
Science	30	6	11	22
Social Science	29	12	5	31

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	20	11	44
Mathematics	30	21	17	25
Science	31	4	13	26
Social Science	29	7	19	24

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	145		
Mathematics	15	116		
Science	14	102		
Social Science	14	99		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	392.8

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0.4

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,399.04	\$3,118.81	\$7,280.23	\$76,887.31
District	N/A	N/A	\$10,253.04	\$83,500
Percent Difference - School Site and District	N/A	N/A	-33.9	-8.2
State			\$8,444	\$83,672
Percent Difference - School Site and State	N/A	N/A	-14.8	-8.5

2020-21 Types of Services Funded

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

- *Intensified Math 1 which includes AYD growth mindset.
- *Avid Program
- *Avid Tutors
- *ST Math
- *Parent Welcome Center
- *5 full time counselors
- *ELD Foundational Literacy
- *ELD Tutors
- *Afterschool credit recovery opportunities

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,973	\$50,546
Mid-Range Teacher Salary	\$85,298	\$81,807
Highest Teacher Salary	\$108,339	\$103,463
Average Principal Salary (Elementary)	\$0	\$0
Average Principal Salary (Middle)	\$0	\$169,216
Average Principal Salary (High)	\$140,052	\$140,004
Superintendent Salary	\$180,000	\$182,878
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	4%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	21.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	10
Fine and Performing Arts	6
Foreign Language	12
Mathematics	6
Science	10
Social Science	12
Total AP Courses Offered	60

Professional Development

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

- Google Classrooms - development of online classes and course content during Global pandemic
- Distance Learning Models - development of instructional delivery models during pandemic - Teacher workshop, Learning online, and Coaching (TLC/Orenda partnership)
- Common goals, grading, and expectations (Data Reflection Sessions - DRS/Orenda Partnership)
- Creating and examining common assessments to ensure teachers use data to guide instruction (DRS/SchoolCity)
- Examining instruction and student work to reflect rigor on CAASPP (Orenda Partnership)
- 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
- Curriculum Alignment
- Guidance Alignment

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/EL CAASPP performance)
- 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 partnership along with SDCOE (to interview, observe, collect data for academic success)
- 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 harnessed by technology use in all Google Classrooms/classrooms through 1:1 student Chromebooks.

Site Technology Coaches support students and teachers.

The school uses data from various assessments (SchoolCity) to guide instructional decisions and professional development. Teachers utilize CAASPP/SBAC Interim Assessments to prepare and practice for the state assessment.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Fallbrook Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	493	347	70.39	29.61	57.85
Female	239	174	72.80	27.20	60.92
Male	254	173	68.11	31.89	54.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	341	239	70.09	29.91	50.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	9	69.23	30.77	--
White	124	85	68.55	31.45	75.29
English Learners	64	34	53.13	46.87	6.06
Foster Youth	--	--	--	--	--
Homeless	56	34	60.71	39.29	43.75
Military	73	53	72.60	27.40	54.72
Socioeconomically Disadvantaged	354	245	69.21	30.79	52.48
Students Receiving Migrant Education Services	56	44	78.57	21.43	53.49
Students with Disabilities	71	37	52.11	47.89	25.00

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	493	339	68.76	31.24	32.05
Female	239	172	71.97	28.03	29.24
Male	254	167	65.75	34.25	34.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	341	236	69.21	30.79	23.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	8	61.54	38.46	--
White	124	81	65.32		49.38
English Learners	64	35	54.69	45.31	0.00
Foster Youth	--	--	--	--	--
Homeless	56	32	57.14	42.86	12.50
Military	73	52	71.23	28.77	28.85
Socioeconomically Disadvantaged	354	237	66.95	33.05	27.12
Students Receiving Migrant Education Services	56	44	78.57	21.43	23.26
Students with Disabilities	71	37	52.11	47.89	5.56

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

