

FALLBROOK UNION HIGH SCHOOL DISTRICT

DATE: January 27, 2020

TOPIC: 2019-2020 School Accountability Report Cards (SARC)

ACTION X **CONSENT** **INFORMATION**

BACKGROUND INFORMATION

Schools are required to annually update and publish School Accountability Report Cards (SARCs). Additionally, state law requires a district's governing board to approve each school's SARC (Education Code §35256).

CURRENT CONSIDERATIONS

Approval of the annual SARC's is required by the CDE and must be posted publicly on the school websites by February 1 each year.

FINANCIAL IMPLICATIONS

There are no financial implications.

ALIGNMENT WITH LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

LCAP Goal #1, #2, and #3

RECOMMENDATION

Approve the 2019-2020 SARCs for Fallbrook, Ivy, and Oasis High Schools as submitted.

Melissa Marovich
Director of Student Services

Ilsa Garza-Gonzalez
Superintendent

2019 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2019-20)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

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
E-mail Address	niglesias@fuhds.net
School Website	fallbrookhs.fuhds.net
CDS Code	37681223732179

District Contact Information (School Year 2019-20)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Fallbrook Union High School District
Street	2234 South Stage Coach Ln.
City, State, Zip	Fallbrook, CA 92028
Phone Number	760.723.6332 Ext. 6494
Superintendent	Ilsa Garza-Gonzalez, Superintendent
Web Site	http://www.fuhds.net/
E-mail Address	igarzagonzalez@fuhds.net

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

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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 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 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 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 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

Opportunities for Parental Involvement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

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), sit on the calendar committee, and participate in decision-making regarding textbook adoptions. Families of the English Language Learners are involved through the Parent Welcome Center. School communication is enhanced through the social media sites Facebook and Twitter, email, school website, and phone dial-out system. All extensions listed below can be used after dialing the school's main phone number, 760-723-6300.

Name/Administration Contact Parent/Teacher Contact

Parent Teacher Student Association (PTSA), 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 Norma 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

School Safety Plan (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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

School Facility Conditions and Planned Improvements (School Year 2019-20)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

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

This section should be kept to 1-2 paragraphs.

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 (School Year 2019-20)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- 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 rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	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.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good Fair	Replaced 15 fire rated doors.
Overall Rating:	Good	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	97	94	94	
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	3	1	0	
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.		0	
Total Teacher Misassignments '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.		0	
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.		0	

Textbooks and Instructional Materials (School Year 2019-20)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: January 2019

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 Prentice Hall Literature Gold/2002 Prentice Hall Literature Platinum/2002 Prentice Hall Literature, W orld Masterpieces/Pearson Prentice Hall/2008 Short Prose Reader/McGraw Hill/2006 Sound and Sense/T homas W adsw orth/McDougal Littell/2008 Mythology/Little Brow n & Company/2009 Grammar Sense 1, 2 & 3/2004 Grammar in Context 3/2001 READ 180 Enterprise Scholastic/2005	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 T rigonometry, Pearson/Prentice Hall, 2008 Pre-Calculus, Pearson/Prentice Hall, 2009 Calculus I w ith Pre-Calculus, Houghton Mifflin, 2007 Calculus 7th Edition, Houghton Mifflin, 2008 Elementary Statistics, Pearson Learning, 2008	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 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	Yes	0
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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 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, 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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12 schools only)	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		

♦ means data is not required. The fields are intentionally not provided.

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

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 17-18.

The most recent data available from CDE is for fiscal year 2017-18. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

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	♦	♦	\$10,351.23	\$78,685.00
Percent Difference: School Site and District	♦	♦	-32.8	
State	♦	♦	\$7,506.64	\$79,737.00
Percent Difference: School Site and State	♦	♦	-43.3	

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2018-19)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

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

Professional Development (2017-18, 2018-19 and 2019-20)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2017-18, 2018-19 and 2019-20.

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

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2017-18, 2018-19 and 2019-20.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

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.

School Completion and Postsecondary Preparation

This section applies to schools serving grades 9-12 only.

If your school does not serve grades 9-12, simply skip and leave this section blank.

It will not be included in the full SARC.

Career Technical Education Programs (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 18-19, is correct. This section should be kept to 1-2 paragraphs.

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

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

This section has been added to the SARC Input Form as the data has not been released by CDE. You may update the data using the data table provided.

Alternatively, a disclaimer may be provided explaining that the data is not available. An example of the disclaimer is (can be copied/pasted into the text-area):

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

2019 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2019-20)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	Ivy High School (Continuation)
Street	1056 Winterhaven Rd.
City, State, Zip	Fallbrook, Ca, 92028-4500
Phone Number	760-723-6395
Principal	Michael Gray
E-mail Address	mgray@fuhdsd.net
School Website	www.ivyhigh.org
CDS Code	37681223732195

District Contact Information (School Year 2019-20)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Fallbrook Union High
Street	2234 Stage Coach Lane
City, State, Zip	Fallbrook, CA 92028
Phone Number	(760) 723-6332
Superintendent	Ilsa Garza Gonzalez
Web Site	www.fuhdsd.net
E-mail Address	igarzagonzalez@fuhdsd.net

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

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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).

Ivy High School was established in 1978 to serve as the Continuation High School for the Fallbrook Union High School District. Ivy is dedicated to providing its students with the best possible foundation possible. Curriculum and instruction is designed to support students in their success in high school and beyond. Instruction is designed to support the state standards and to support the development of the whole child. Instructional time is very important for the success of our students. Ivy staff provide high quality instruction and curriculum designed to engage the students and to monitor time on task. Teachers organize the daily instruction by priorities and strategically plan instruction and assignments around student needs. Our teachers effectively manage time and give their students the best opportunity to learn and improve academic achievement. Ivy expects their students to attend school every day, be on time for each class and to arrive to class prepared. We recognize when students improve their attendance, they improve their academic prospects and chances for graduating. In addition, Ivy teachers strive to motivate and engage all of their students in learning and do not accept that some students cannot be engaged and destined to do poorly. We believe every student is capable of achieving success in school and we do all we can to provide ways to make each student successful. Ivy provides personal tutoring, after-school activities designed to meet academic and personal goals, and on-line courses such as College and Career I/II to Music I/II.

Ivy High school employs 9 faculty members and has a student enrollment of approximately 100. The school serves a diverse population. As of 2017-18, 89.5% are Hispanic/Latino, 6.1% White, 1.8 % Black, 1.8% Native American, and 1.9% Other. 14% of our students are English Language Learners (ELs), 61.2% are Socioeconomically Disadvantaged, 0% are Homeless, 1 student is Foster Youth, and 9% of our students are Special Education. Students and staff work collaboratively to achieve student outcomes. Ivy provides a safe and inviting learning environment. In 2014, Ivy High school received a six year WASC Accreditation and remains accredited until the Spring of 2010. In 2016, Ivy High School was named a Model Continuation School for the State of California.

VISION

The Ivy High School community envisions providing a "flexible" setting that promotes academic, social, and personal accountability to prepare successful and responsible citizens.

MISSION

The Mission of Ivy High School is to maintain an educational environment, which is flexible and personal that allows all students the opportunity to grow educationally and socially while acquiring the essential skills

needed for careers in a global society.

PHILOSOPHY

It is the intent of the Fallbrook Union High School District that Ivy High School meet the individual needs of the students to provide standards-based education offering an opportunity for the completion of required courses to graduate from high school; attendance at Ivy promotes individual development through open entry/open exit instruction in a flexible schedule; social, academic, personal, and career guidance and counseling; development of employability skills which prepare students for the world of work; assumption of social responsibility through a program of discipline and strong expectations.

Opportunities for Parental Involvement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

1. During all new student orientations (required)
2. Back To School Night
3. Open House Night
4. Progress Report conferences
5. Report Card conferences
6. Attendance intervention conferences
7. Student Success Team meetings
8. Career Day
9. College Information Night
10. School Site Council meetings
11. School Board Meetings
12. Student of the Month celebrations

School Safety Plan (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Comprehensive Safety Plans are modeled after the San Diego County Office of Education template. All components are adhered to: Child Abuse Reporting Procedures, Disaster Response Procedures, Suspension & Expulsion Policies

Procedures for Notifying Teachers about Dangerous Pupils, Discrimination & Harassment Policy, School-wide Dress Code Prohibiting Gang Attire, Safe Ingress and Egress, 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. The Safety Plan is presented and reviewed with the teachers, practiced with the students, and reviewed with the School Site Council throughout the school year.

School Facility Conditions and Planned Improvements (School Year 2019-20)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: January 2020

This section should be kept to 1-2 paragraphs.

FIT Overall rating: 97.11% ~ Good

The IVY High School campus is 5 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 11 buildings, of which 11 are portables. The District facilities team spent \$7,053.42 on general repairs to our buildings in the 2017-18 school year, and \$7,244.34 in the 2018-2019 school year. Repairs are usually modest in scale and do not include modernization projects, renovations, or other construction normally paid for by bond measures.

School Facility Good Repair Status (School Year 2019-20)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- 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 rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No Repairs Needed at this time
Interior: Interior Surfaces	Fair	New Carpet Installed in Room 1 and 2. New Fire Door Installed and Painted in Room 1.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Custodial cleaning looks great.
Electrical: Electrical	Good	New/upgraded outside LED lighting.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	New water fountain added.
Safety: Fire Safety, Hazardous Materials	Good	Passed fire inspection.
Structural: Structural Damage, Roofs	Good	Rooftops in good condition.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Repaired 90' of 8 ' fencing. Add new side entrance gate. Replaced a new window to the principal's office.
Overall Rating:	Good	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	7	5	7	
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	1	0	0	

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments '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.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2019-20)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: December 2015

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 Read 180 R Book - Next Generation (Stage C)	Yes	0
Mathematics	Big Ideas Math, Algebra 1, Big Ideas Learning, 2015 Big Ideas Math, Geometry, Big Ideas Learning, 2015	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Biology/ Glencoe McGraw Hill/2008 Earth Science/McDougal Littell/2008		0
History-Social Science	Modern World History/McDougal Littell/2007 The Americans, McDougal Littell 2007 Economics, Principles in Action/Prentice Hall/2007 Magruder's American Government/Prentice Hall/2007		0
Foreign Language	N/A		
Health	Lifetime Health/Holt/2004	Yes	0
Visual and Performing Arts	Photography		
Science Laboratory Equipment (grades 9-12 schools only)	N/A		

♦ means data is not required. The fields are intentionally not provided.

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

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 17-18.

The most recent data available from CDE is for fiscal year 2017-18. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9992.41	\$927.20	\$9065.21	\$109,945.47
District	♦	♦	\$13377.60	\$83180.51
Percent Difference: School Site and District	♦	♦	-38.4	27.7
State	♦	♦	\$7,506.64	\$79,737.00
Percent Difference: School Site and State	♦	♦	18.8	31.9

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2018-19)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Title I funding - college fieldtrips, academic/class interventions

District - Professional development for teachers via instructional focus and curriculum development

ASSETS - after school programming - academics and activities supports

Professional Development (2017-18, 2018-19 and 2019-20)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2017-18, 2018-19 and 2019-20.

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

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2017-18, 2018-19 and 2019-20.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

The annual number of days provided for professional development and continuous professional growth for the school years:

2016—17 - 7 days

2017—18 - 7 days

2018—19 - 7 days

The primary/major areas of focus for staff development were curriculum development, instructional strategies/focus, ELD training, and learning walks. Student achievement data such as CAASPP/CELDT was used to determine the need for professional development in deciding on Student to Student Interactions (or making instruction visible strategies). Ivy High School collaborates with Fallbrook High School for professional development.

Professional development is delivered via workshops during the school day and with assistance from the San Diego County Office of Education. Teachers were supported during implementation via peer to peer observations, optional learning walks/feedback and teacher-principal informal meetings.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 18-19, is correct. This section should be kept to 1-2 paragraphs.

At IVY high school our opportunities are limited for CTE programs. We are a very small school. We currently work with our Comprehensive High School on a collaborative effort to involve our students successfully. However due to their own challenges with availability for their students we have been rarely successful.

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

This section has been added to the SARC Input Form as the data has not been released by CDE. You may update the data using the data table provided.

Alternatively, a disclaimer may be provided explaining that the data is not available. An example of the disclaimer is (can be copied/pasted into the text-area):

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

IVY High School doesn't service 9th grade students.

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
5			

2019 SARC Input Form

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This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2019-20)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	Oasis High School (Alternative)
Street	2208 South Stage Coach Ln.
City, State, Zip	Fallbrook, Ca, 92028-4500
Phone Number	760-723-6395
Principal	Michael Gray
E-mail Address	mgray@fuhisd.net
School Website	www.oasishigh.org
CDS Code	37681223730967

District Contact Information (School Year 2019-20)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Fallbrook Union High
Street	2234 Stage Coach Lane
City, State, Zip	Fallbrook, CA 92028
Phone Number	(760) 723-6332
Superintendent	Ilsa Garza Gonzalez
Web Site	www.fuhisd.net
E-mail Address	igarzagonzalez@fuhisd.net

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

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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).

Oasis High School began in January 1994 as a program of Fallbrook High School. In the spring of 1995, it became Oasis High School when it successfully obtained a California County/District/ School code number and began offering its own Oasis High School diploma.

Oasis High School (OHS) is an alternative high school which utilizes independent study as its primary mode of instruction and method of curriculum delivery; it serves grades 9-12. The district initiated an independent study program in 1994 as an alternative for students from Fallbrook Union High School. Initially, it shared classroom space on the IVY High School (continuation) campus. Oasis remained a program until, realizing the growing demand for an independent study option during the 1994-95 school years; it sought its own CDS number and became a separate, diploma-granting high school. From 1999 to 2003 Oasis moved to a town-centered location where it shared a building with the Fallbrook Chamber of Commerce. Oasis returned to the Ivy High School campus in 2003. In February 2008, Oasis moved to its present, newly installed portable building on the district office site. Four full-time teachers meet with students in individual cubicles which surround a common computer and group study area. Separate space is reserved for a science lab, secretary's station, curriculum storage counseling/tutoring station, and staff workroom. In 2013, Oasis began utilizing the "annex" room for meetings.

Oasis High School is a WASC accredited college preparatory independent study high school (2016 accreditation). Oasis offers a broad spectrum of courses, from Advanced Placement, Honors and UC-approved to high school requirements, as well as a variety of electives and online classes. The Oasis staff is committed to providing students with the skills they need to succeed in the 21st Century. Oasis High School offers traditional independent study courses or a blended option of traditional independent study courses with one or two online courses.

At Oasis High School, students are given the opportunity to earn, accelerate and/or recover credits in an independent study format. We offer students a flexible scheduling based on student and family needs. We are on a semester schedule and students have the potential of earning up to 30 credits each semester. For our online/credit recovery platform, we use APEX. Each student is issued a Chromebook and teachers are integrating and using Google Classroom to provide students access to subject matter content and curriculum. For the last 3 years, our teachers' professional development has centered around Student to Student Interactions, taking into account the need to have students primarily "speak" in class, while also listening, reading and writing. We accomplish these learning strategies via our 1 to 1 weekly meetings. Students are also

taught dialogue protocols and conversation skills as a result of our professional development. Again, I am proud of the work done by our teachers, for our students and our community.

For the school year 2018-19, Oasis HS began its 25th year providing an alternative setting from the traditional high school instructional and learning environment. As an independent study high school, Oasis has evolved into a College Prep, UC approved, and WASC accredited institution over the last ten years.

Oasis High School employs 5.5 faculty members and has a student enrollment of approximately 80. The school serves a diverse population. As of 2017-18, 50.6% are Hispanic/Latino, 41.2% White, 0% Black, 2.4% Native American, and 4.56 % Other. 4.7% of our students are English Language Learners (ELs), 43.5% are Socioeconomically Disadvantaged, 0% are Homeless, 1.2% are Foster Youth, and 3% of our students are Special Education. Students and staff work collaboratively to achieve student outcomes. Oasis provides a safe and inviting learning environment.

The MISSION of Oasis High School is to provide students with an opportunity either to complete UC/CSU approved "a-g" courses, to accelerate credit accumulation, or to make up deficient credits, in a safe, secure, and supportive learning environment, with a well prepared and dedicated staff, with the requisite academic resources to achieve and succeed at an individual pace and in a unique way. CIF athletic participation is available for all Oasis Students through participation on Fallbrook High School athletic teams. The Oasis curriculum is approved by the NCAA Clearinghouse for all divisions.

Opportunities for Parental Involvement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

1. During all new student orientations (required)
2. Back To School Night
3. Open House Night
4. Progress Report conferences
5. Report Card conferences
6. Attendance intervention conferences
7. Student Success Team meetings
8. Career Day
9. College Information Night
10. School Board Meetings
11. Student of the Month celebrations

School Safety Plan (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Oasis High School is a clean and safe environment that is conducive to productive learning. We enhance and update our comprehensive safety plan annually (latest adoption 2017-2018) 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 OHS Safety Committee: 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 and 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. OHS 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. OHS 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: OHS 1-acre facility is completely fenced and locked. The school campus is monitored by the facilities and maintenance staff from 5:30 am to 11 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 not respond to prevention efforts. Staff is trained in CPS and Restorative Justice. A social worker intern, district psychologists, and 1 school counselor 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.

School Facility Conditions and Planned Improvements (School Year 2019-20)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

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

This section should be kept to 1-2 paragraphs.

FIT Overall rating: 100% ~ Exemplary

The Oasis High School campus is 12 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 7 buildings, of which 7 are portables. The District facilities team spent \$ 5,700.97 on general repairs to our buildings in the 2017-17 school year, and \$5,927.17 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.

School Facility Good Repair Status (School Year 2019-20)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- 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 rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	New compressor installed in one of two HVAC units.
Interior: Interior Surfaces	Good	Good Shape
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No vermin infestation
Electrical: Electrical	Good	LED outside lighting added.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No issues
Safety: Fire Safety, Hazardous Materials	Good	Passed fire inspection

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Good Roofing
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No issues/ no playground
Overall Rating:	Exemplary	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	4	4	4	
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	
Total Teacher Misassignments '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.	0	0	
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	

Textbooks and Instructional Materials (School Year 2019-20)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: December 2015

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 Read 180 R Book - Next Generation (Stage C)	Yes	0
Mathematics	Big Ideas Math, Algebra 1, Big Ideas Learning, 2015 Big Ideas Math, Geometry, Big Ideas Learning, 2015	Yes	0
Science	Biology/ Glencoe McGraw Hill/2008 Earth Science/McDougal Littell/2008	Yes	0
History-Social Science	Modern World History/McDougal Littell/2007 The Americans, McDougal Littell 2007 Economics, Principles in Action/Prentice Hall/2007 Magruder's American Government/Prentice Hall/2007	Yes	0
Foreign Language	N/A		
Health	Lifetime Health/Holt/2004	Yes	0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12 schools only)	Science Lab Equipment		

♦ means data is not required. The fields are intentionally not provided.

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

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 17-18.

The most recent data available from CDE is for fiscal year 2017-18. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7717.24	\$0.0	\$7717.24	74447.05
District	♦	♦	\$13377.60	\$83180.51
Percent Difference: School Site and District	♦	♦	-53.7	-11.1
State	♦	♦	\$7,506.64	\$79,737.00
Percent Difference: School Site and State	♦	♦	2.8	-6.9

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2018-19)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

District - Professional development for teachers via instructional focus and curriculum development

Professional Development (2017-18, 2018-19 and 2019-20)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2017-18, 2018-19 and 2019-20.

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	3

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2017-18, 2018-19 and 2019-20.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

The annual number of days provided for professional development and continuous professional growth for the school years:

2016—17 - 7 days

2017—18 - 7 days

2018—19 - 7 days

The primary/major areas of focus for staff development were curriculum development, instructional strategies/focus, ELD training, and learning walks. Student achievement data such as CAASPP/CELDT was used to determine the need for professional development in deciding on Student to Student Interactions (or making instruction visible strategies). Oasis High School collaborates with Fallbrook High School for professional development.

Professional development is delivered via workshops during the school day and with assistance from the San Diego County Office of Education. Teachers were supported during implementation via peer to peer observations, optional learning walks/feedback and teacher-principal informal meetings.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 18-19, is correct. This section should be kept to 1-2 paragraphs.

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

This section has been added to the SARC Input Form as the data has not been released by CDE. You may update the data using the data table provided.

Alternatively, a disclaimer may be provided explaining that the data is not available. An example of the disclaimer is (can be copied/pasted into the text-area):

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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	0	43	50

Parent
Welcome
Center

Hector

Annex

Benni

Bookroom

Tracy

Kitchen

Oasis High School

Records

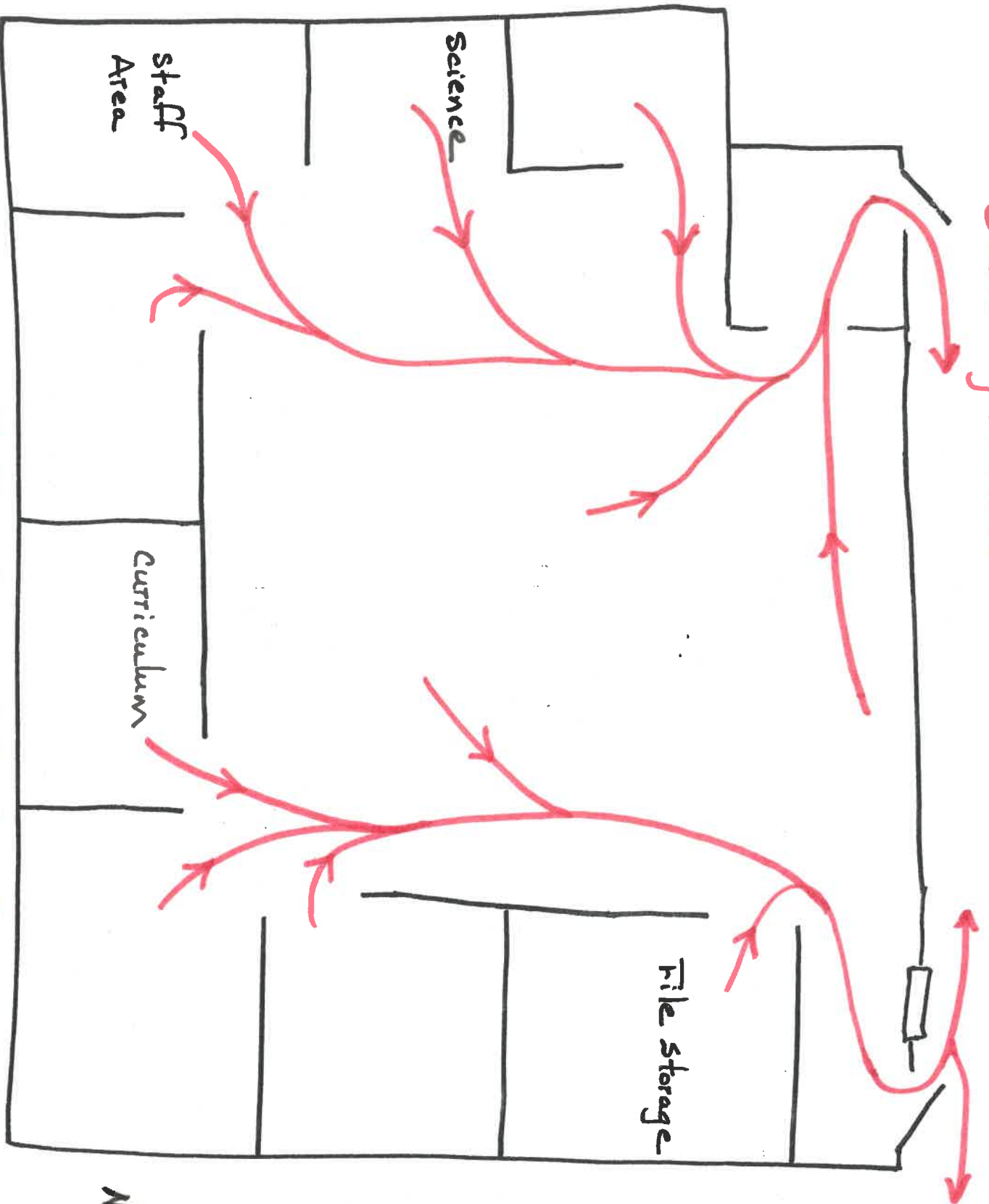
Kevin

Science Area

Matt

Secretary Area

Oasis High School Evacuation Routes



Assembly Point: South Parking lot

OASIS HIGH SCHOOL EVACUATION ROUTES

1/4

Orange Street

