

Fullerton Union High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Fullerton Joint Union High
Phone Number	(714) 870-2800
Superintendent	Scott Scambray
E-mail Address	sscambray@fjuhsd.org
Web Site	www.fjuhsd.org

School Contact Information (School Year 2018—19)	
School Name	Fullerton Union High
Street	201 East Chapman Ave.
City, State, Zip	Fullerton, Ca, 92832-1925
Phone Number	714-626-3801
Principal	Laura Rubio, Principal
E-mail Address	lrubio@fjuhsd.org
County-District-School (CDS) Code	30665143032505

Last updated: 1/23/2019

School Description and Mission Statement (School Year 2018—19)

Fullerton Union High School (FUHS) currently serves approximately 1,959 ninth- through twelfth- grade students in the city of Fullerton, a community of 138,000 people in the northern part of Orange County. FUHS is the original high school in the Fullerton Joint Union High School District, which now contains six comprehensive high schools in three cities, a continuation high school, and alternative education schools operating under the umbrella of La Sierra High School.

FUHS primarily draws from three main feeder schools: Beechwood Elementary (K - 8 school), Nicolas Junior High, and Ladera Vista Junior High School. Since its founding in 1893, FUHS has been the educational, cultural, and architectural centerpiece of the city of Fullerton. The presence of five post-secondary institutions in the city of Fullerton (California State University Fullerton, Fullerton College, Western State University of Law, Hope International University, and Southern California College of Optometry) has given rise to its moniker of The Education City.

Located in the city's historic downtown, FUHS is part of an eclectic community in the heart of Fullerton. Thirty years of revitalization have created a renaissance in the downtown area. Sidewalk cafes, specialty restaurants, entertainment venues, upscale apartments and townhomes mix with more than 70 historic buildings, graceful old shade trees and decorative walkways. Cultural facilities such as the award-winning Fullerton Museum Center are within easy walking distance, and the Muckenthaler Cultural Center is within 1.4 miles of the high school campus. Plummer Auditorium is located on the campus and hosts a variety of cultural offerings, from organ recitals on its grand old Wurlitzer to performances of the award-winning performances of our own students of the Academy of the Arts. Residential properties and the 42-acre Hillcrest Park are FUHS's neighbors on the north. To the east is Fullerton College, the oldest continually operating community college in the state. The college and the high school shared FUHS's campus until 1937, when the college moved across the street. To the south and west of the campus are residences, churches, businesses, the Fullerton Museum Center and the Muckenthaler. The old Fox Theater, a multi-million dollar restoration project between the high school and Harbor Boulevard, contributes to the historical arts culture in the city of Fullerton, of which the high school is an important part.

The red tile roofs and graceful arches of Fullerton High's California Mission Revival architecture evoke images of the State's colonial past. Plummer Auditorium was named for Louis E. Plummer, a long-time teacher, principal, and superintendent in the District. In 1991 the auditorium was added to the National Register of Historic Places. Walking tours of downtown Fullerton, conducted by the Fullerton Heritage group, include time to visit Plummer Auditorium and reflect upon the vibrant scenes in the authentic fresco entitled "Pastoral California," painted by artist Charles Kessler on its western wall. A community effort in 1996, spearheaded by one of the former counselors at the school, restored the 1934 fresco, a Depression-era Public Works of Art project, which had been painted over in 1939. In 2016, FUHS received a full six-year accreditation from the Western Association of Schools and Colleges. From 1990 to the present, FUHS has received ten Golden Bell Awards from the California School Boards Association for educational excellence and innovation. The most recent Golden Bell was awarded in the fall of 2015 for the second time for our award-winning Speech and Debate program. FUHS has been honored three times as a California Distinguished School in 1989, 1996 and 2005. FUHS also received the National Exemplary School designation in 1989.

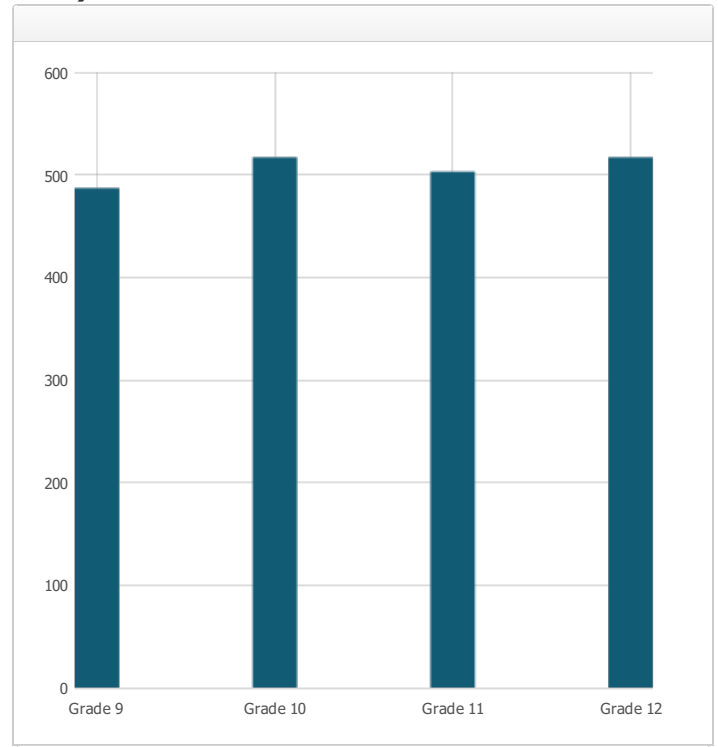
Fullerton Union High School serves a student population of approximately 2050, which is diverse in ethnicity, socio-economic background, talents, challenges, and dreams for the future. The school population is 66% Latino, 21% White, 6% Asian, and 2% African American. A few students are also identified as Filipino, Pacific Islander, and American Indian. Fifty-two percent (54%) of the students receive free or reduced-priced meals. A District-wide open enrollment policy allows students to choose to attend Fullerton Union High School. FUHS attracts many students because of its award-winning programs such as Speech and Debate, the Academy of the Arts, JROTC, Culinary, and Agriculture just to name a few. We also offer both the International Baccalaureate and Advanced Placement programs. So that the community is aware of our outstanding programs and school, FUHS has created a marketing plan that includes newspaper ads, open house, school tours, and middle school presentations entitled "An Evening with FUHS" where teacher leaders share highlights from our academies and specialized programs. This has resulted in a steady enrollment of 2110 -2150 over the last five years even though the District itself is in declining enrollment. The diversity of our programs reflects our mission to provide students with a quality curriculum and instruction through a wide range of academic and extracurricular opportunities by which all students may discover their interests and talent, form connections, and move from passive to active participants in the educational community in preparation of responsible productive adulthood. FUHS has a rich history and tradition of excellence for over 125 years marked by numerous awards and accolades. FUHS has received 10 Golden Bell Awards for educational excellence from the California School Boards Association and had been designated as a California Distinguished School by the California Department of Education in 1989, 1996 and 2005. Further evidence of our commitment to our mission is where our students are accepted to such as Yale, Harvard, Columbia, Cornell, Cal Tech, Princeton and UC Berkeley just to name a few. Since 2013, the school has been

recognized as "one of the best schools in the nation" by US News and World Report ranking Fullerton Union High School in the top 7% of all public schools. The Washington Post has named FUHS and "one of America's most challenging high school."

Last updated: 1/28/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	487
Grade 10	517
Grade 11	503
Grade 12	517
Total Enrollment	2024

*Last updated: 1/15/2019***Student Enrollment by Student Group (School Year 2017—18)**

Student Group	Percent of Total Enrollment
Black or African American	1.9 %
American Indian or Alaska Native	0.3 %
Asian	5.9 %
Filipino	1.7 %
Hispanic or Latino	65.5 %
Native Hawaiian or Pacific Islander	0.4 %
White	21.7 %
Two or More Races	2.5 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	56.3 %
English Learners	12.1 %
Students with Disabilities	9.4 %
Foster Youth	0.5 %

A. Conditions of Learning

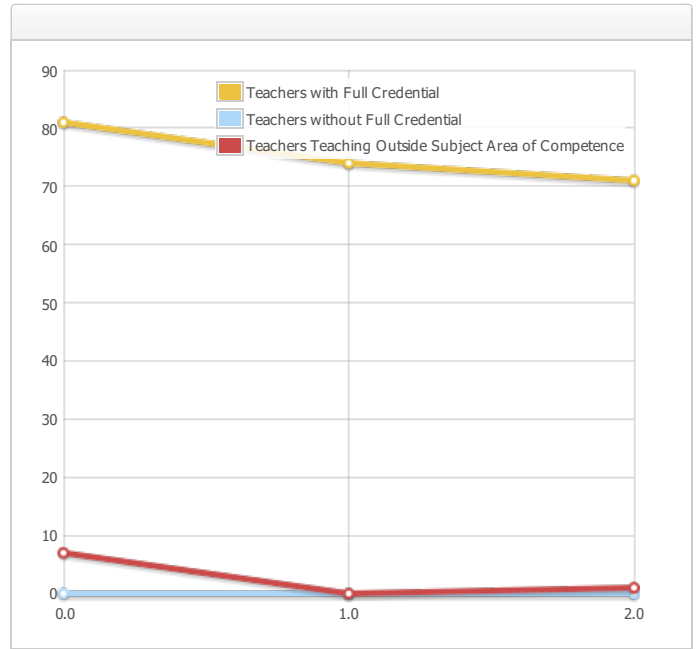
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

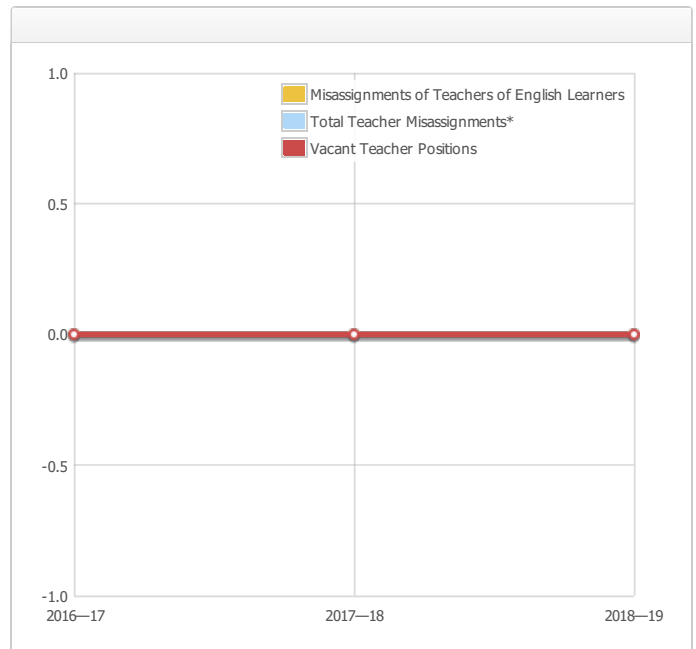
Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	81	74	71	514
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	7	0	1	6



Last updated: 1/17/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016— 17	2017— 18	2018— 19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/17/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/15/2019

School Facility Conditions and Planned Improvements

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument to inspect the condition of the buildings and grounds on the campus quarterly. The results of this survey are available in the principal's office or in the Business Services office at the District Education Center.

School Buildings

Fullerton Union High School was built on 37 acres in 1912. The beautiful Spanish architectural design of the campus serves as a constant reminder of the rich history and tradition of the school, while the renovation of Plummer Auditorium and the physical education locker rooms and the addition of a sixth computer lab indicate the school's commitment to maintain a facility that meets today's educational needs. A general obligation bond (Measure AA) passed in March, 2002, resulted in the modernization of classrooms, and the completion of a new classroom building that opened in the spring of 2006. Modernization projects have included restroom renovations, classroom renovations that include air conditioning and heating systems, lighting, and technology improvements. Fullerton Union High School has adequate grounds and custodial personnel to maintain a clean, orderly, and safe school. Monies are allocated, as appropriate, to ensure the campus is safe and supports student learning. The District's Service Center is responsive to maintenance needs at the school.

As school funding decreased in recent years, deferred maintenance funding decreased as well. The short-term reduction in deferred maintenance funding is slowly being restored as the financial climate in schools continues to improve. In November, 2014, the tax-paying community of the District supported Measure I, a school facilities bond estimated at \$175 million. These funds will be used over the next several years to improve school facilities throughout the District. The first projects included modernization of the stadium and the Music, Arts, and Speech building, which houses the majority of our arts programs. Phase 2 will focus on science room renovations and athletic fields.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. The principal, and assistant principal of instruction/operations, work with the custodial staff members to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects

During the 2008/09 school year, modernization was completed at all of the six comprehensive high schools in the District. This work included upgrades to classrooms and restroom facilities, as well as making improvements to grounds and landscaping. With the completion of the modernization, all educational facilities in the District are in good condition and repair. The 2016/17 school year has seen an increase in modernization, upgrades, and maintenance including the student cafeteria.

During 2017/18, as in previous years, the sites have been inspected by District maintenance staff three times a year. These inspections check all facilities for cleanliness, upkeep, and safety. Necessary repairs and routine maintenance are addressed as needed based on the results of inspections.

Last updated: 1/31/2019

School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Exemplary
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Last updated: 1/15/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	69.0%	55.0%	69.0%	62.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	37.0%	33.0%	44.0%	42.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/23/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	487	483	99.18%	54.87%
Male	243	242	99.59%	46.69%
Female	244	241	98.77%	63.07%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	34	34	100.00%	79.41%
Filipino	--	--	--	
Hispanic or Latino	324	322	99.38%	44.10%
Native Hawaiian or Pacific Islander				
White	104	102	98.08%	78.43%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	281	279	99.29%	41.22%
English Learners	99	99	100.00%	13.13%
Students with Disabilities	36	34	94.44%	20.59%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/23/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	487	482	98.97%	32.78%
Male	243	241	99.18%	27.39%
Female	244	241	98.77%	38.17%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	34	34	100.00%	73.53%
Filipino	--	--	--	
Hispanic or Latino	324	321	99.07%	19.94%
Native Hawaiian or Pacific Islander				
White	104	102	98.08%	57.84%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	281	279	99.29%	23.30%
English Learners	99	98	98.99%	4.08%
Students with Disabilities	36	34	94.44%	14.71%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/23/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/24/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

Culinary:

The Culinary Academy at FUHS offers a four year sequence of courses that provides training in the basic techniques of professional food preparation and service. The industry-driven curriculum includes sanitation and safety, use of equipment, menu planning, quantity food production, event planning, catering, recipe costing, and customer services. Courses include Culinary I, Culinary II, Restaurant I, and Restaurant II. Career preparation includes not only culinary skills but also knowledge and skills required to run a restaurant as a business. The academy serves a wide range of students, from honors students to those with special needs and English learners. Students participate in catering events and several hold internships to obtain industry experience. Students may matriculate to either Cypress College or a post-secondary culinary school. Vital Link serves as the advisory committee.

Agriculture:

The Agriculture Academy at FUHS is a four year academy where students learn by doing. Courses include Ag Earth Science, Ag Biology, Ag Economics, Ag Science 2, and Veterinary Science. All students enrolled in the program are members of Future Farmers of America, or FFA. FFA is the largest youth leadership organization in the world, and FFA provides students with experience with public speaking competitions, leadership conferences, and career development events. Classroom experiences allow students to develop critical thinking skills, problem solving, and learning science through hands-on activities.

Autobody:

The Automotive program trains technicians through research, application and theory. Students learn how to complete collision repairs, mechanical repair, and maintenance.

Last updated: 1/30/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	395
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	71.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

Last updated: 1/23/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.8%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	47.4%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

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	18.3%	23.0%	37.3%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/23/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

The Fullerton Joint Union High School District (District) made an extensive effort to consult with and garner input from every stakeholder group in the development of the LCAP. Throughout the months of January and February, 2017; District leadership met with student groups, parent organizations, and local bargaining units in separate meetings at each school. Each group worked through an exercise where they were asked how the District schools can improve student outcomes as they relate to the eight State priorities identified in Education Code 52060. Responses were collated and common themes presented themselves, giving the District comprehensive and timely input into the development of the LCAP. The LCAP, as it went through several drafts, was revised as the District received comments from parents and other stakeholder representatives of the District Advisory Committee (DAC) and from parents of the English Learner (EL) students through the District English Learner Advisory Committee (DELAC).

A Districtwide advisory committee was created which included representatives from all schools and the community. The District Advisory Committee (DAC) was made up of parents, students, teachers, classified staff members, administrators, parents of English learners, parents of foster youth, parents of low-income students, and parents of students with disabilities. Parents of students from all ethnic/racial backgrounds were invited to participate in the DAC. In addition to the findings from the many measures of academic achievement for the past three years, initial findings from the perception data gathered from the above indicated meetings was presented to the DAC in four meetings; December 12, 2018; January 22, February 20, and March 12, 2019. Attendees of the DAC were given a draft of the LCAP and the opportunity to make comments to the Superintendent. The Superintendent responded in writing to each comment from the committee on the LCAP. Administration at each of the sites invited parents and employee representatives to be on the committee.

The District presented the opportunity for parents of English Learners (EL) to review and comment on the LCAP in a series of four meetings: Decembr 19, 2018; January 23, February 27, and March 20, 2019. The DELAC representatives were invited from the various English Language Advisory Committees (ELAC) at each of the District schools. In addition to the findings from the many measures of academic achievement for the past three years, initial findings from the perception data gathered from the above indicated meetings was presented.

State Priority: Pupil Engagement

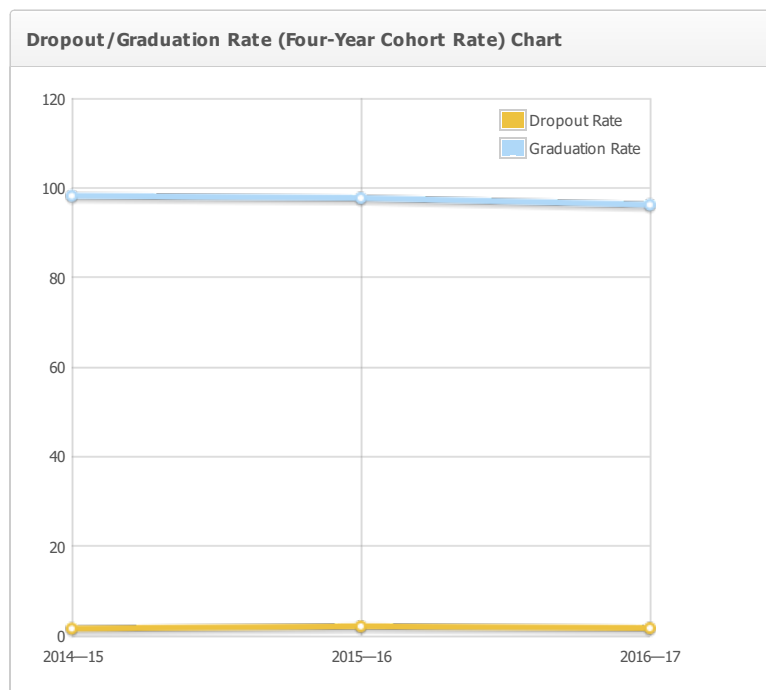
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	1.6%	2.1%	3.0%	3.0%	10.7%	9.7%
Graduation Rate	98.2%	97.7%	94.5%	94.4%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	1.7%	2.5%	9.1%
Graduation Rate	96.2%	92.6%	82.7%



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

Last updated: 1/15/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	97.2%	92.6%	88.7%
Black or African American	81.8%	87.4%	82.2%
American Indian or Alaska Native	100.0%	100.0%	82.8%
Asian	100.0%	99.0%	94.9%
Filipino	100.0%	94.2%	93.5%
Hispanic or Latino	97.4%	90.1%	86.5%
Native Hawaiian or Pacific Islander	100.0%	84.6%	88.6%
White	97.4%	94.7%	92.1%
Two or More Races	100.0%	93.9%	91.2%
Socioeconomically Disadvantaged	100.0%	91.8%	88.6%
English Learners	54.6%	57.8%	56.7%
Students with Disabilities	92.0%	71.4%	67.1%
Foster Youth	100.0%	32.0%	74.1%

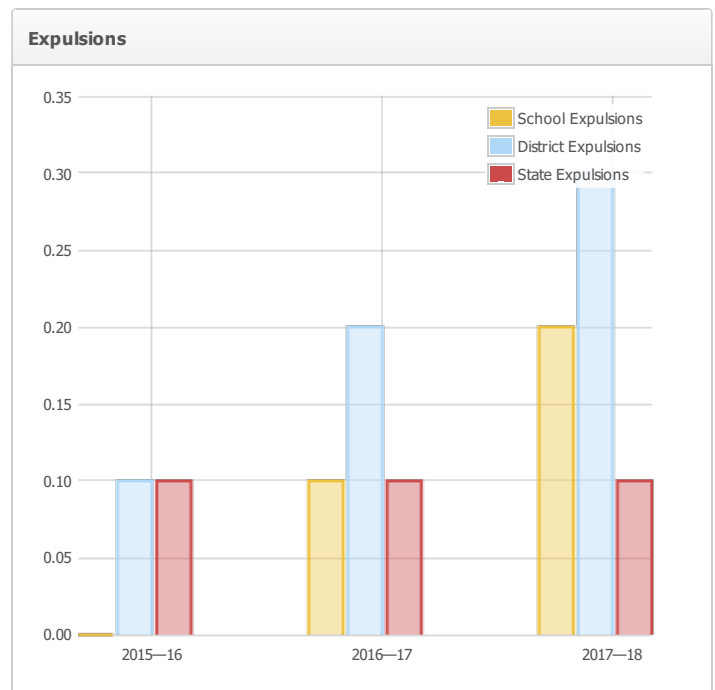
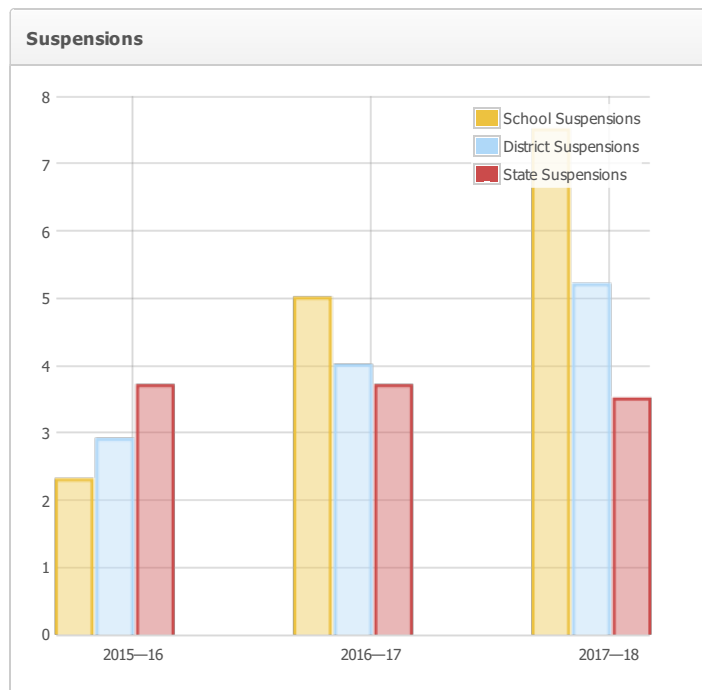
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.3%	5.0%	7.5%	2.9%	4.0%	5.2%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.1%	0.2%	0.1%	0.2%	0.3%	0.1%	0.1%	0.1%



Last updated: 1/15/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	17	12	50
Mathematics	32.0	7	10	50
Science	32.0	2	9	32
Social Science	30.0	13	10	36

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	31.0	11	20	43
Mathematics	33.0	3	16	40
Science	34.0		14	25
Social Science	31.0	11	12	32

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	32.0	8	16	46
Mathematics	32.0	2	31	27
Science	32.0	2	13	23
Social Science	34.0	4	11	36

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/15/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	675.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	2.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	2.4	N/A
Other	0.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/15/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	\$746.0	\$7136.0	\$97994.0
District	N/A	N/A	\$9034.0	\$96307.0
Percent Difference – School Site and District	N/A	N/A	-21.0%	1.8%
State	N/A	N/A	\$7125.0	\$85815.0
Percent Difference – School Site and State	N/A	N/A	0.0%	14.1%

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

Last updated: 1/15/2019

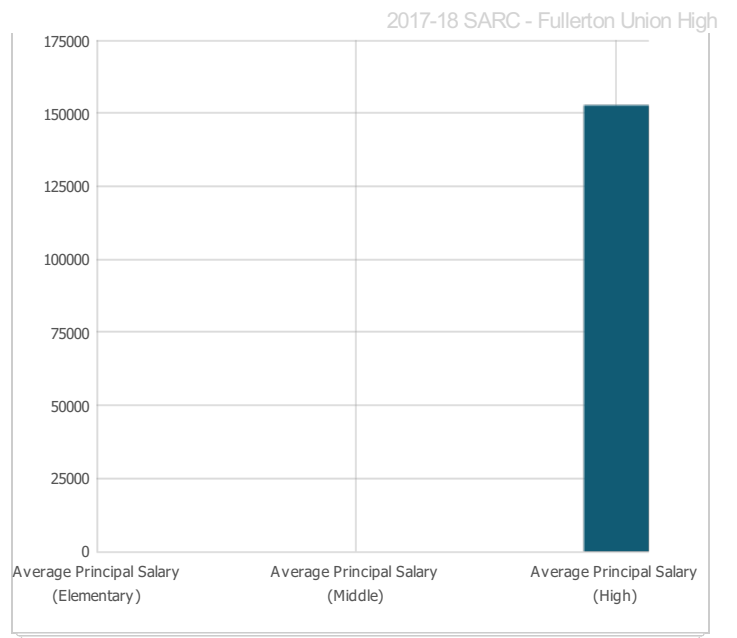
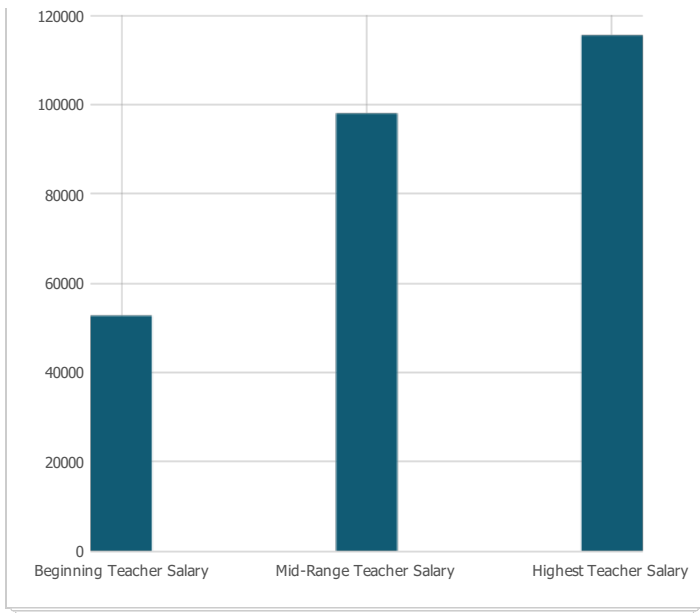
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,682	\$50,747
Mid-Range Teacher Salary	\$97,994	\$86,127
Highest Teacher Salary	\$115,496	\$106,915
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$136,636
Average Principal Salary (High)	\$152,716	\$150,286
Superintendent Salary	\$253,235	\$238,058
Percent of Budget for Teacher Salaries	37.5%	34.0%
Percent of Budget for Administrative Salaries	6.6%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/15/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	8	N/A
Fine and Performing Arts	6	N/A
Foreign Language	3	N/A
Mathematics	5	N/A
Science	6	N/A
Social Science	13	N/A
All Courses	41	32.6%

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

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

Last updated: 1/23/2019

Professional Development

School leadership is represented on many levels. The administrative team is made up of the principal, four assistant principals. The Leadership Team consists of department chairs, classified staff, the Dean of Academic Services, administrators and any other staff member who would like to be a part of this decision making body. School Site Council is also actively involved in the decision-making process at the school and membership includes teachers, classified staff members, students, parents, an assistant principal and the principal.

Parent participation at Fullerton Union High School (FUHS) can be observed in almost every aspect of campus life. Parents are represented on the following District and school policy-making groups: School Site Council, Parent Teacher Student Association (PTSA), WASC, Title I/English Language Advisory Committee as well as many booster clubs. Booster clubs are an important key to the success of the school. For example, The Academy of the Arts is additionally supported by the Fullerton Academy of the Arts Foundation in order to provide advanced or master classes for academy students as well as a full time collaborative artist. FUHS offer students a comprehensive program in both the academic and co-curricular areas. Standards-based instruction and data-driven decision making are stressed. The school offers a wide range of subjects and programs to meet students' varying needs and interests. A comprehensive instructional program that includes a core curriculum for all students, complemented by student access to specialized programs and elective courses is offered. All courses include the development of critical thinking skills and aim to empower students to become responsible and productive adults. A continuous assessment and improvement process guides student success at FUHS. Guidance staff, Department Chairpersons, faculty, and administration closely monitor student performance data. Administrators regularly review school and District objectives, and all stakeholders work collaboratively to ensure that powerful learning opportunities are provided for all students. The success and variety of FUHS's instructional program reflects a strong team effort among students, teachers, classified staff members, administrators, parents, and the community to ensure that effective instruction is delivered to every student every hour. All students are given full opportunity to maximize their learning potential through rigorous courses and support programs. Sound lines of communication have been established within the school and between the school and the community. These connections play an integral part in providing effective, responsive service to students and their families.

Staff members at FUHS believe that professional development is a critical component in maintaining a positive and enriching learning environment. Instructional staff members are involved in determining the focus of staff development as well as providing the leadership for various sessions. Staff members are also encouraged and provided time to participate in conferences/workshops to further enrich their professional practice. Time is built into the master schedule to allow collaborative meetings not just for curriculum teams but for other small learning communities to meet. Three full instructional days are designated for professional development activities. The Staff Development Plan addresses the key issues of the school. All departments are committed to an awareness of the various learning styles of students. Staff development in recent years highlighted literacy strategies to further develop academic vocabulary along with a strong focus on not only Common Core Standards, but Next Generation Science Standards and Direct Interactive Instruction.

The administration and staff members believe that a culture built in collaboration best supports student learning. To this end, a culture of collaboration has been developed and these values built into the school's mission, vision, and goals. These values can be seen in the commitment to group benchmark scoring in English, interdisciplinary work between social science and English and weekly curriculum team meetings.

Last updated: 1/28/2019