



William H. Frazier Elementary School

1835 Gum Tree Lane • Fallbrook, CA 92028-2108 • (760) 731-4340 • Grades TK-6

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Fallbrook Union Elementary School District

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District Governing Board

Siegrid Stillman, President

Patrick Rusnell, Vice President

Patty de Jong, Clerk

Darryl Buntin

Lisa Masten

District Administration

Candace Singh, Ed.D.
Superintendent

School Description

Our Mission at William H. Frazier is to provide a positive, safe, and nurturing school environment that educates, inspires, prepares, and empowers students, based on their individual strengths and interests, to be self-confident leaders, lifelong learners, and productive members in our global society.

William H. Frazier students will be actively engaged, challenged, and motivated to take ownership of their own learning.

Our school-wide goals are:

1. All students will meet their individual ELA goal by May 2018.
2. All students will meet their individual Math goal by May 2018.

These goals are evident around our campus, in our classrooms, and in each student's Leadership Notebook where students (along with their teachers) track their academic and personal goals.

At William H. Frazier... We work hard. We do our best. We are leaders!

About the SARC

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	90
Grade 1	84
Grade 2	71
Grade 3	70
Grade 4	66
Grade 5	87
Grade 6	80
Total Enrollment	548

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0
Asian	0.9
Filipino	1.3
Hispanic or Latino	69.7
Native Hawaiian or Pacific Islander	0
White	25
Two or More Races	1.1
Socioeconomically Disadvantaged	75
English Learners	45.3
Students with Disabilities	13.9
Foster Youth	0.7

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			
William H. Frazier Elementary School	15-16	16-17	17-18
With Full Credential	27	27	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Fallbrook Union Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	241
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
William H. Frazier Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks are recommended by District academic committees which have representation from all school sites. A public review of proposed adoptions is advertised, and community members are invited to participate in this process. All students are assigned adopted textbooks. In Fallbrook Union Elementary School District each pupil, including English learners, has access to his or her own copy of the Standards-aligned textbooks (approved by the State Board of Education) and instructional materials in the core curriculum areas of reading/language arts, math, science, and history-social science to use in class and to take home. All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Visual and performing arts are taught to all students through integrated lesson plans during regular curriculum instruction.

Textbooks and Instructional Materials	
Year and month in which data were collected: 2017 December	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	CA Treasures, Macmillan/McGraw-Hill (K-6) Adopted in 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Fallbrook UESD Math Units of Study (K-5) Adopted in 2016 California Math, McGraw-Hill Education (6-8) Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Macmillan/McGraw-Hill (K-6) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson Scott Foresman (K-5) Adopted in 2006 Glencoe/McGraw-Hill (6-8) Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Macmillan/McGraw-Hill (K-6) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

William H. Frazier School has 29 classrooms as well as auxiliary rooms including a library, spacious multipurpose room and cafeteria. All classrooms, library, offices and staff lounge have upgraded technology and internet access. The custodial staff has developed a cleaning schedule to ensure a neat and orderly campus. The district maintenance staff ensures that the maintenance necessary to keep the school in good repair is completed in a timely manner. A work order process is used to ensure services and emergency repairs are given high priority. A complete and thorough facility inspection is done annually to identify future areas to address and prioritize facility needs.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/20/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical		X			One light out in Room B2, F5 and F7 Two lights out in Room F9 and Multipurpose Room
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				Cabinet handle loose under sink in Room C3 Repair paper towel dispenser in Boys' Restroom (C-Pod near C13-17) One sink missing pop-up stopper in Girls' Restroom (C-Pod near C13-17) Hot water faucet leaking in Cafeteria
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	41	50	54	56	48	48
Math	27	42	38	44	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	39	50	63	51	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.7	19.5	3.4

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	86	84	97.7	50.0
Male	50	50	100.0	52.0
Female	36	34	94.4	47.1
Hispanic or Latino	58	58	100.0	31.0
White	22	21	95.5	95.2
Socioeconomically Disadvantaged	64	64	100.0	40.6
English Learners	34	34	100.0	11.8
Students with Disabilities	15	15	100.0	73.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	309	306	99.03	50
Male	168	166	98.81	46.39
Female	141	140	99.29	54.29
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	223	221	99.1	44.8
White	74	73	98.65	63.01
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	240	237	98.75	44.3
English Learners	165	163	98.79	41.72
Students with Disabilities	62	60	96.77	10
Students Receiving Migrant Education Services	39	39	100	38.46
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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	309	307	99.35	41.69
Male	168	167	99.4	41.92
Female	141	140	99.29	41.43
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	223	222	99.55	40.09
White	74	73	98.65	46.58
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	240	238	99.17	39.08
English Learners	165	164	99.39	39.63
Students with Disabilities	62	60	96.77	8.33
Students Receiving Migrant Education Services	39	39	100	35.9
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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

William H. Frazier School is committed to working with our parents to extend and enrich the school experience for all students. We believe in providing parents and families with regular communication through our school website, Peachjar eflyers, "all calls," and weekly communication folders. Opportunities for parents to engage in the school are outlined annually in our site parent involvement policy. We welcome parents on our campus and annually offer a "Meet and Greet" before school begins, a Fall "Back To School Night," student-led parent conferences, Coffee and Conversation with the Principal, a "Leadership Day," and a Spring "Open House." We offer a variety of parent volunteer, education, and engagement opportunities at our site. During the last three years, William H. Frazier has offered 7 Habits for Successful Families training to parents, students, and all family members as part of our leadership training. We encourage parents and community members to join the Parent Teacher Association (PTA), and to participate on or attend school committee or council meetings, including School Site Council and English Learner Advisory Committee. For more information regarding parent involvement opportunities please contact the site administration or your child's teacher.

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.

School Safety Plan

Each Fallbrook Union Elementary School District site completes a Comprehensive School Safety Plan (CSSP), including a disaster preparedness plan annually. Copies of the Comprehensive School Safety Plans are available for review at each school office. The plan includes emergency procedures for school safety, natural disasters and campus intruders. It also contains appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety. Students, teachers, and staff are trained to prepare for a wide range of emergency situations, and frequent drills help to refine emergency skills, policies, and procedures at all school sites. Following each drill, specific and intentional feedback is sought from all participants, including law enforcement, to continually improve emergency procedures, and improve campus safety.

Additionally, school administrators work closely with local law enforcement and/or the Provost Marshall's Office on Camp Pendleton. They review site Comprehensive School Safety Plans annually, participate in emergency drills, provide feedback, attend site and district safety meetings and collaboratively help to improve overall campus safety, climate, and security.

Finally, school and district administrators immediately investigate threats of harm. Teachers and administrators seek to foster lines of open communication so students and parents feel comfortable reporting inappropriate activity including bullying, harassment, or threats. All FUESD staff take a strong stand against threatening behavior or bullying, and investigate complaint matters fully. Many positive programs exist districtwide to enhance and continually improve school culture and climate, including Positive Behavior Intervention and Support, Restorative Practices and Trauma-Informed Practices.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.4	1.3	1.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.2	1.0	1.2
Expulsions Rate	0.1	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		50

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.25
Counselor (Social/Behavioral or Career Development)	-
Library Media Teacher (Librarian)	-
Library Media Services Staff (Paraprofessional)	.82
Psychologist	.75
Social Worker	-
Nurse	.25
Speech/Language/Hearing Specialist	1.5
Resource Specialist	-
Other	1.65
Average Number of Students per Staff Member	
Academic Counselor	546

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	24	25				5	5	4			
1	28	28	29				3	3	3			
2	28	28	22				3	3	3			
3	26	26	21			1	4	4	2			
4	30	30	26				2	2	3	1	1	
5	34	34	22			1			2	2	2	
6	33	33	31				1	1	3	2	2	
Other			7			1						

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

Professional Development provided for Teachers

FUESD provides research-based professional learning to support the effective implementation of standards-based curricula, instruction, and assessment. During the 2017-18 school year, all teachers continue to be supported in their effective discernment in applying the District's instructional framework which encompasses: Direct Interactive Instruction (DII), the 5 Es (Engage, Explore, Explain, Elaborate and Evaluate) Model of Instruction and Project Based Learning (PBL). All school sites have full-time Teachers on Special Assignment (TOSAs) whose focus is to provide job-embedded coaching and direct teaching in Science, Technology, Engineering and Mathematics (STEM). The TOSAs also co-plan and co-teach hands-on, conceptual lessons in Mathematics and Science in Innovation Labs at all K-6 and K-8 schools. New, Next Generation Science Standards (NGSS) units will be implemented with STEM TOSA support and with new FOSS curricula in Grades K-5. All Science units in Grades 6, 7 and 8 are NGSS aligned. All teachers are supported in their implementation of new supplemental curriculum, Lingual Learning, to teach English Language Development (ELD). All teachers have attended standards-based training in California State Standards Mathematics and English Language Arts, and are in the third year implementation of an online planning tool, Lessoneer. This year, the district partnered with Discovery Education/STEMformation, to support our efforts to redesign teaching and learning with a systematic, comprehensive approach for creating and implementing personalized and inquiry-based STEM classrooms. Every school site also developed site-specific professional growth plans that are aligned with the FUESD Blueprint for Student Success 3.0. Each Wednesday is a shortened school day devoted to structured teacher collaboration and planning. All teachers and classified staff have been trained in the District's student and adult leadership initiative, The Leader in Me, based on Stephen Covey's work in developing the "7 Habits of Highly Effective People." Staff members attend training outside of the district facilitated by highly trained and respected professional educators to support the effective implementation of instructional initiatives. During the 2017-18 school year staff attended professional development in the areas of Reading Comprehension, Writing, STEM and Strategic Learning Practices for Elevating Achievement. All teachers are required to attend a minimum of 30 hours of professional development each year.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,541	\$47,034
Mid-Range Teacher Salary	\$72,745	\$73,126
Highest Teacher Salary	\$96,972	\$91,838
Average Principal Salary (ES)	\$115,990	\$116,119
Average Principal Salary (MS)	\$118,517	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$245,440	\$178,388
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	6%	6%

Types of Services Funded

- Title I (Basic Grant)
- Title II (Part A)
- Title III (for Limited English Proficient Students)
- Title III (Immigrant)
- LCFF (Supplemental/Concentration)
- Special Education
- National School Lunch Program

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,242	\$560	\$5,682	\$71,440
District	♦	♦	\$6,208	\$78,823
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-8.5	-9.4
Percent Difference: School Site/ State			-13.6	-3.7

* Cells with ♦ do not require data.