



# Maie Ellis Elementary School

400 West Elder Street • Fallbrook, CA 92028-2108 • 760-731-4132 • Grades K-6

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



### Fallbrook Union Elementary School District

321 North Iowa Street  
Fallbrook, CA 92028-2108  
(760) 731-5400  
[www.fuesd.org](http://www.fuesd.org)

#### 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

Maie Ellis Elementary is a TK-6th grade Dual Language School of Choice Program located in the Fallbrook Union Elementary School District. Dual Immersion education is an innovative, research-based approach in which children develop the ability to speak, read, and write in English and a second language. Dual language programs use two languages for literacy and content instruction for all students. Each day all students will receive 50% of instruction in English and 50% in Spanish. All teachers are highly qualified and all self-contained classrooms have BCLAD credentialed teachers. Maie Ellis Elementary has advisory committees to help support our vision and mission statements through School Site Council, English Learner Advisory Committee and Parent Teacher Student Association.

#### OUR GOALS:

**Bilingualism and Biliteracy:** Students develop proficient levels of listening, oral, reading, and writing proficiency in both Spanish and English for the purpose of communicating effectively both inside the classroom and in the wider global community.

**Academic Excellence:** Students achieve academic excellence in all subject areas as they learn educational content in both languages.

**Multicultural competence:** Students develop positive cross-cultural understanding and demonstrate the ability to appreciate the traditions and values of various cultures in our society and around the world.

#### MISSION:

To effectively develop a pathway for high achieving bilingual, biliterate students with positive cultural attitudes.

#### VISION:

Maie Ellis Elementary's vision is to educate our students in a multicultural learning environment. We will provide an effective academic approach with an additive bilingual environment in which our students will have greater opportunities, as a result of the acquisition of two languages. It is our hope that our students will be well prepared, and have the pride and self-confidence to be successful in the competitive international community.

## 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	94
Grade 1	72
Grade 2	70
Grade 3	83
Grade 4	84
Grade 5	95
Grade 6	82
<b>Total Enrollment</b>	<b>580</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.2
Asian	0.5
Filipino	0.2
Hispanic or Latino	81.2
Native Hawaiian or Pacific Islander	0
White	15.7
Two or More Races	1.9
Socioeconomically Disadvantaged	71.4
English Learners	53.6
Students with Disabilities	6.6
Foster Youth	0.2

## 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			
Maie Ellis Elementary School	15-16	16-17	17-18
With Full Credential	25	26	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			
Maie Ellis Elementary School	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
<b>Reading/Language Arts</b>	CA Treasures, Macmillan/McGraw-Hill (K-6) Adopted in 2011  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Fallbrook UESD Math Units of Study (K-5) Adopted in 2016  California Math, McGraw-Hill Education (6-8) Adopted in 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Macmillan/McGraw-Hill (K-6) Adopted in 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Pearson Scott Foresman (K-5) Adopted in 2006  Glencoe/McGraw-Hill (6-8) Adopted in 2006  The Teachers' Curriculum Institute (TCI) (Dual Language Program, 6-7) Adopted in 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	Macmillan/McGraw-Hill (K-6) Adopted in 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Maie Ellis Elementary School has 39 classrooms as well as auxiliary rooms including a library 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		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces		X			Two stained ceiling tiles in Room 105, 106, 113, 115, 306 and Library Three stained ceiling tiles in Room 136, 208 and 307 One stained ceiling tile in Room 203
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				Drinking fountain loose in Room 103 Drinking fountain needs repair in Room 304 and 306 Sink faucet is loose in Boys' Restroom, 310
<b>Safety:</b> Fire Safety, Hazardous Materials	X				Fire alarm panel trouble signal in the Workroom
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		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	61	58	54	56	48	48
Math	37	44	38	44	36	37

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	74	74	100.0	68.9
Male	32	32	100.0	81.3
Female	42	42	100.0	59.5
Hispanic or Latino	64	64	100.0	65.6
Socioeconomically Disadvantaged	58	58	100.0	62.1
English Learners	24	24	100.0	37.5
Students Receiving Migrant Education Services	18	18	100.0	72.2

\* 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.

\* 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		69		51		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	17.2	21.5	18.3

\* 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.

**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	334	327	97.9	57.8
Male	164	161	98.17	52.17
Female	170	166	97.65	63.25
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	269	262	97.4	53.82
White	56	56	100	73.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	237	230	97.05	50.87
English Learners	216	209	96.76	48.33
Students with Disabilities	23	23	100	30.43
Students Receiving Migrant Education Services	83	79	95.18	46.84

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	334	333	99.7	44.14
Male	164	164	100	45.12
Female	170	169	99.41	43.2
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	269	268	99.63	39.18
White	56	56	100	64.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	237	236	99.58	36.86
English Learners	216	215	99.54	33.02
Students with Disabilities	23	23	100	21.74
Students Receiving Migrant Education Services	83	83	100	31.33

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)

Maie Ellis Elementary 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," weekly communication folders and our school newsletter. 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. 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 English Learner Advisory Committee and School Site Council. 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		0.2	0.2
Expulsions Rate		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	.40
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	1.0
Resource Specialist	-
Other	1.25
Average Number of Students per Staff Member	
Academic Counselor	574

\* 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			122			1			3			1
1			23						3			
2			23						4			
3			22			1			3			
4			36			1			1			1
5			39						1			1
6			28						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/](http://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	\$6,752	\$360	\$6,392	\$83,011
District	♦	♦	\$6,208	\$78,823
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			3.0	5.3
Percent Difference: School Site/ State			-2.8	11.9

\* Cells with ♦ do not require data.