



Potter Junior High School

1743 Reche Road • Fallbrook, CA 92028-2108 • (760) 731-4150 • Grades 7-8

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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

James E. Potter Junior High School is a state-of-the-art school that promotes an environment that addresses the intellectual, social, emotional, and psychological needs of the adolescent learner. Teachers create a stimulating and rigorous learning environment that is grounded in California State Standards. Elective choices include broadcasting, leadership (Associated Student Body), chorus, instrumental music/band, yearbook, STEM Lab, STEAM Lab, Spanish and Advancement Via Individual Determination (AVID). Potter's personalized curriculum provides students with the foundation to excel and the opportunity to be innovative and inventive. Teachers in all subject areas follow the Direct Interactive Instructional framework, and use a variety of teaching strategies and methodologies to address different learning needs. When students feel connected to school and have a positive relationship with an adult, they continuously grow and make positive, productive decisions. The administrators, teachers, counselors, and support staff serve as mentors and role models to our students and continually monitor their academic and social progress. Social, emotional, and psychological needs of students are addressed through a wide variety of programs, resources, and personnel. The Safe School Committee, Builder's Club, and many student-led clubs provide a strong support network that keep students connected to school and serve as a conduit to further involvement in the learning experience. Potter Junior High School has adopted the Positive Behavior Intervention and Support model where we set clear expectations for our students and provide positive incentives for good behavior. This support system has proven very effective toward creating a positive climate and culture on campus and earned Potter the 2014 Golden Bell Award.

The mission of Potter Junior High School is to inspire students to find greatness within themselves. The Potter Junior High staff is committed to addressing three core beliefs: success breeds success, we control the conditions of success, and all students will learn at a high level to achieve success.

The vision of Potter is to provide the best educational program possible for our students. We believe all students will learn at a high level. The quality of our program is a reflection of our highly qualified teaching staff and our dedicated support staff. We work to ensure that our school provides a welcoming, stimulating environment where students are actively engaged in learning academics as well as positive behaviors. Through our hard work together, our students will be challenged to reach their maximum potential.

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
Grade 7	426
Grade 8	423
Total Enrollment	849

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.1
Asian	0.8
Filipino	0.7
Hispanic or Latino	69
Native Hawaiian or Pacific Islander	0.2
White	26.6
Two or More Races	1.1
Socioeconomically Disadvantaged	70.6
English Learners	26.7
Students with Disabilities	13.7
Foster Youth	0.1

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			
Potter Junior High School	15-16	16-17	17-18
With Full Credential	34	34	36
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	0	1
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			
Potter Junior High 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: 2018 January	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt, Rinehart, and Winston (7-8) Adopted in 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	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	Fallbrook UESD NGSS Units of Study (7-8) Adopted in 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Glencoe/McGraw-Hill (6-8) Adopted in 2006 The Teachers' Curriculum Institute (TCI) (Dual Language Program, 6-7) Adopted in 2017 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)

Potter Junior High School has 49 classrooms as well as auxiliary rooms including a library, large auditorium, gymnasium, covered amphitheater area 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: 11/21/2017				
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			Stained ceiling tiles in Room 4 Ceiling tile stained in Room 43 Carpet needs repair in Room 16
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/21/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical		X		Two lights out in Room 1, 92, Gym (ASES Program area), School Office and Room 34 Three lights out in Room 10 and 17 One light diffuser missing in Room 32 Four lights out in Room 33 One light out in Room 47, 90, Boys' Restroom near 40's Light diffuser cracked in Boys' Restroom near Multipurpose Room
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountain needs repair in Room 54 Sink fixture loose in Boys' Restroom, B Building Exhaust fan not working in Boys' Restroom, Relocatable Building
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	46	48	54	56	48	48
Math	29	33	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	393	391	99.5	42.5
Male	192	191	99.5	46.1
Female	201	200	99.5	39.0
Hispanic or Latino	277	277	100.0	32.1
White	94	92	97.9	67.4
Socioeconomically Disadvantaged	287	285	99.3	34.4
English Learners	75	75	100.0	2.7
Students with Disabilities	50	49	98.0	30.6
Students Receiving Migrant Education Services	55	55	100.0	23.6

* 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	65	42	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
7	17.7	17.2	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.

**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	847	825	97.4	48.24
Male	458	442	96.51	41.18
Female	389	383	98.46	56.4
Black or African American	11	11	100	54.55
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	587	570	97.1	40.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	224	220	98.21	65.91
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	614	594	96.74	39.56
English Learners	404	390	96.53	30
Students with Disabilities	125	122	97.6	11.48
Students Receiving Migrant Education Services	142	138	97.18	31.16
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	847	838	98.94	33.05
Male	458	453	98.91	32.01
Female	389	385	98.97	34.29
Black or African American	11	11	100	36.36
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	587	582	99.15	24.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	224	221	98.66	50.68
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	614	606	98.7	24.26
English Learners	404	402	99.5	16.42
Students with Disabilities	125	123	98.4	6.5
Students Receiving Migrant Education Services	142	140	98.59	19.29
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)

Potter Junior High 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 email/phone communication. 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	1.5	1.2	1.8
Expulsions Rate	0.9	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	In PI	In PI
First Year of Program Improvement	2008-2009	2008-2009
Year in Program Improvement	Year 5	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	2.0
Counselor (Social/Behavioral or Career Development)	-
Library Media Teacher (Librarian)	-
Library Media Services Staff (Paraprofessional)	.82
Psychologist	.95
Social Worker	-
Nurse	.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist	-
Other	1.25
Average Number of Students per Staff Member	
Academic Counselor	852

* 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 (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			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
English	28	28	29	10	10	7	14	14	18	10	10	10
Mathematics	27	27	28	9	9	10	11	11	10	11	11	12
Science	30	30	30	1	1	3	15	15	13	9	9	9
Social Science	27	27	29	3	3	3	13	13	10	3	3	5

* 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.

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%

* 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	\$6,171	\$143	\$6,028	\$81,783
District	♦	♦	\$6,208	\$78,823
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-2.9	3.8
Percent Difference: School Site/ State			-8.3	10.2

* Cells with ♦ do not require data.

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.