

Potter Junior High School

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

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Fallbrook Union Elementary School District

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District Governing Board

Patty DeJong, President

Lisa Masten, Vice President

Siegrid Stillman, Clerk

Darryl Buntin

Patrick Rusnell

District Administration

Candace Singh
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 video production, leadership (Associated Student Body), chorus, instrumental music, yearbook, technology, and Advancement Via Individual Determination (AVID). Potter's diversified 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 Instruction framework, and use a variety of teaching strategies and methodologies to address different learning styles. 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 classified staff members 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. WEB (Where Everyone Belongs), Safe School Committee, Club B.O.N.D. (Braves Opening New Doors), Builder's Club, and counseling groups provide a strong support network that assists students with adolescent challenges and serves as a conduit to further learning experiences. 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 recently earned Potter the 2014 Golden Bell Award.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (760) 731-4150.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 6	4
Gr. 7	386
Gr. 8	418
Total	808

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	1.0
Asian	0.7
Filipino	0.9
Hispanic or Latino	66.8
Native Hawaiian/Pacific Islander	0.5
White	28.2
Two or More Races	0.6
Socioeconomically Disadvantaged	69.3
English Learners	31.8
Students with Disabilities	9.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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/ Santa Margartia	12-13	13-14	14-15
Fully Credentialed	41	39	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Fallbrook Union Elementary School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	249
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Potter Junior High School/ Santa	12-13	13-14	14-15
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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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. Additionally, a classroom set and a home set are available for grades 7-8. 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: 8/2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Holt, Rinehart, and Winston (7-8) Adopted in 2011
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Pearson-Prentice Hall (6-8) Adopted in 2009
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Prentice Hall (7-8) Adopted in 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Glencoe/McGraw-Hill (6-8) Adopted in 2006

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: 11/24/2014

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 Rooms 5, 32, 33, 52 and Cafeteria
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	One light out in Room 19 Two lights out in Room 46
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	Some roof shingles need replacing in MPR
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary []	Good [X]	Fair []	Poor []

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	61	61	65	62	61	65	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	57	58	57	56	58	61	54	56	55
Math	41	55	57	58	60	69	49	50	50
HSS	53	51	50	55	55	54	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	6	6	6
Similar Schools	9	4	7

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	20.3	26.3	30.4

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	65	
All Student at the School	65	
Male	68	
Female	62	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	53	
Native Hawaiian/Pacific Islander		
White	86	
Two or More Races		
Socioeconomically Disadvantaged	57	
English Learners	30	
Students with Disabilities	35	
Students Receiving Migrant Education Services	61	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	1	20	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	1	26	2
Native Hawaiian/Pacific Islander			
White	-23	27	-6
Two or More Races			
Socioeconomically Disadvantaged	14	48	-16
English Learners	39	-16	8
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Potter Junior High School is committed to working with our parents to enrich the school experience for all students. We believe in providing parents and families with regular communication through our school website, weekly communication folders, "all calls," and our school newsletter. Our parent involvement opportunities are outlined annually in our site parent involvement policy. We welcome parents on our campus and annually offer a summer orientation, a Fall "Back To School Night" and a Spring "Open House." We offer a variety of parent volunteer opportunities at our site and each year we host a variety of parent/community events. We encourage our parents and community to become members of our PTA, and to participate on or attend school committee or council meetings, such as Gifted and Talented Education and School Site Council. For more information regarding parent involvement opportunities please contact the site administration.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 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 natural disasters and campus intruders. 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. Also, following each drill specific and intentional feedback is sought from all participants, including law enforcement, to continually improve emergency procedures, and therefore improve campus safety.

Additionally, school administrators work closely with local law enforcement and/or the Provost Marshall's Office. They review site Comprehensive School Safety Plans annually, participate in emergency drills, provide feedback, attend site and district safety meetings, implement safety best practices, 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 district-wide to enhance and continually improve school culture and climate.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	16.9	14.7	5.3
Expulsions Rate	0.0	1.4	0.7
District	11-12	12-13	13-14
Suspensions Rate	3.9	6.3	1.6
Expulsions Rate	0.0	0.2	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 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		7
Percent of Schools Currently in Program Improvement		87.5

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.1
Resource Specialist	1.0
Other	0.5
Average Number of Students per Staff Member	
Academic Counselor	831

* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6	9	3	2	2	10	17	0			0		
English	20.6	31	31	10	7	13	4	28	14	2	26	34
Math	30.4	29	30	6	10	6	22	28	24	30	22	24
Science	29.2	26	29	4	4		12	26	25	11		2
SS	15.7	26	27	3	8	4	0	20	14	0	4	3

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,183	\$41,507
Mid-Range Teacher Salary	\$65,932	\$67,890
Highest Teacher Salary	\$87,889	\$86,174
Average Principal Salary (ES)	\$113,073	\$109,131
Average Principal Salary (MS)	\$119,382	\$111,937
Average Principal Salary (HS)	\$0	\$109,837
Superintendent Salary	\$172,200	\$185,462
Percent of District Budget		
Teacher Salaries	33	42
Administrative Salaries	5	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,786	\$397	\$5,389	\$74,918
District	♦	♦	\$8,214	\$73,750
State	♦	♦	\$4,690	\$70,788
Percent Difference: School Site/District			-34.4	1.6
Percent Difference: School Site/ State			14.9	5.8

Types of Services Funded at Potter Junior High School/ Santa Margartia Academy

- Title I (Basic Grant)
- Title II (Teacher and Principal Training and Recruiting)
- Title II (Part A)
- Title III (for Limited English Proficient Students)
- Title III (Immigrant)
- LCFF (Supplemental/Concentration)
- Beginning Teacher Support and Assessment (BTSA)
- Special Education
- National School Lunch Program

Professional Development provided for Teachers at Potter Junior High School/ Santa Margartia Academy

FUESD provides research-based professional learning focused on planning and implementing a standards-based curriculum, instruction, and assessment. During the 2014-15 school year, all teachers continue to be supported in their effective implementation of the district's instructional framework, Direct Interactive Instruction (DII). The on-site instructional coach (TOSA) provides all teachers with model lessons and co-plan/co-teach opportunities. A major focus for this year is to provide all teachers in K-6 and mathematics teachers in Grades 7-8 with content based training and unit development in Mathematics through a partnership with the University of California, Irvine (UCI) Math Project. All teachers and classified staff have also 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. Accelerating the Academic Achievement of English Language Learners continues to be a district priority; all teachers at Fallbrook Street, La Paloma, Live Oak, William H. Frazier, and Potter Jr. High have been trained, with beginning implementation at Mary Fay Pendleton and San Onofre Schools. The school's instructional coach provides model lessons and co-plan/co-teach opportunities following initial training. All teachers have attended content -based training in California Common Core State Standards Mathematics and English Language Arts, and are in the second year implementation of an on-line planning tool, The Synced Solution. Every school site also develops site-specific professional growth plans that are aligned with the FUESD Blueprint for Success. Each Wednesday is a shortened school day which is devoted to structured teacher collaboration and planning. When needed, staff members attend training outside of the district facilitated by highly trained and respected professional educators. During the 2014-15 school year staff attended professional development in the areas of Dual Language, integration of instructional technology, AVID, and the continued implementation of Professional Learning Communities. All teachers are required to attend a minimum of 30 hours of professional development each year. All principals have three days of individual leadership coaching and training; the district's TOSAs participate in a Coaches Cadre training once per month.