**GRADES 7-8**
1743 Reche Road   Fallbrook, CA 92028
Phone: (760) 731-4150   Fax: (760) 723-5740
Website: www.fuesd.k12.ca.us

Brian Jacobs, Ed.D.
Superintendent
**Dr. Tere Peterson**
Principal

## Principal's Message

James E. Potter Junior High School is a state-of-the-art school that fosters an environment that addresses the intellectual, social, emotional, and psychological needs of the adolescent learner. **All teachers are highly qualified in their content areas** and create a stimulating and rigorous learning environment that is grounded in California State Standards in English/language arts, mathematics, social science/history, science, physical education, and technology. Elective choices include: video production, leadership (Associated Student Body), chorus, instrumental music, year book, Spanish, Spanish for Spanish speakers, math enrichment, 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, use a variety of teaching strategies and methodologies to address different learning styles.

All Potter students analyze and benchmark their Adequate Yearly Progress (AYP) by using their personal learning plans (PLP). Students review their California Standards Test (CST) scores and set goals by using these scores, benchmark assessments, and classroom academic outcomes as their guide to future growth and goal attainment. Personal goals are modified and adjusted every trimester.

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 Potter 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. Club Live, PLUS (peer leadership uniting students), WEB (Where Everyone Belongs), safe school's committee, 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.

## School Motto

Believe - Achieve - Succeed…through Excellence!

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

### Fallbrook Union Elementary School District

321 N. Iowa Street
Fallbrook, CA 92028
Phone: (760) 731-5400
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www.fuesd.k12.ca.us

### Mission Statement

The Mission of the Fallbrook Union Elementary School District is to provide the pathway for all students to attain expertise and develop skills of academic excellence that will empower them to:

• Become lifelong **active** learners

• Perform successfully in their chosen field and in society

• Model respect for themselves and others in a diverse and global society

• Think and apply information in a critical manner

*"Excellence Is Our Standard, Not Our Goal."*

## Class Size

The bar graph displays the three-year data for average class size.

Legend: ■ 06-07  □ 07-08  ■ 08-09

| Subject | 06-07 | 07-08 | 08-09 |
|---|---|---|---|
| English-Language Arts | 28 | 27 | 25 |
| Mathematics | 29 | 27 | 28 |
| Science | 30 | 29 | 30 |
| History-Social Science | 30 | 29 | 30 |

### Class Size Distribution — Number of Classrooms By Size

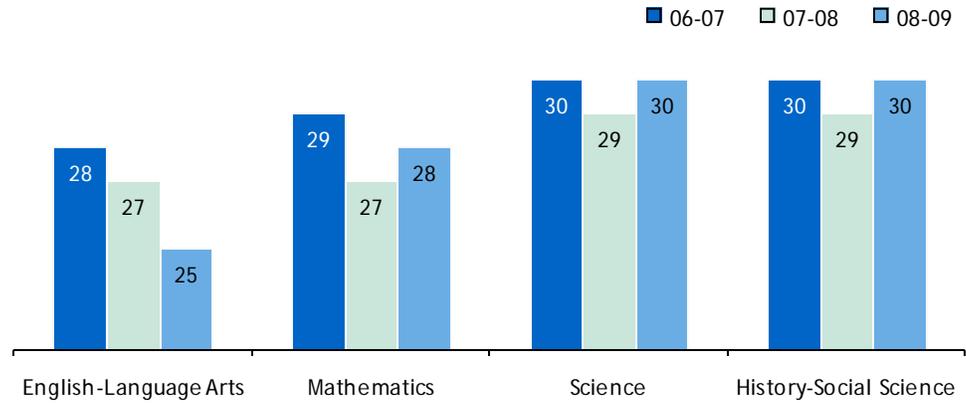| Subject | 06-07 | | | 07-08 | | | 08-09 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ |
| English-Language Arts | 15 | 32 | 24 | 18 | 41 | 12 | 7 | 28 | 2 |
| Mathematics | 3 | 23 | 9 | 6 | 25 | 5 | 4 | 27 | 5 |
| Science | 1 | 26 | 7 | 2 | 27 | 4 | | 28 | 3 |
| History-Social Science | 2 | 23 | 11 | 4 | 23 | 9 | | 30 | 2 |

## Professional Development

The District provides ongoing staff development in the area of the text adoption of Open Court Language Arts, Social Studies/History and mathematics. Site staff development is designed based on meeting the needs of a Standards-based instructional system. Every Wednesday of the week is a shortened school day which is devoted to ongoing staff development. In addition, staff members have been sent to Standards-based workshops outside of the District in the areas of writing, English Learner development, Response to Intervention, and Standards-based assessment. In-house training has been provided for Gifted and Talented Education (GATE) certification, along with ongoing workshops teaching the use of technology to improve student achievement. New and veteran teachers are required to attend a minimum of 30 hours of professional development a year.

For the previous three school years, we had two days each year dedicated to staff and professional development.

## Enrollment and Demographics

The total enrollment at the school was 953 students for the 2008-09 school year.

Pie chart:
- African American 4%
- American Indian or Alaska Native <1%
- Asian <1%
- Filipino 2%
- Hispanic or Latino 54%
- Pacific Islander <1%
- White 38%
- Multiple or No Response <1%
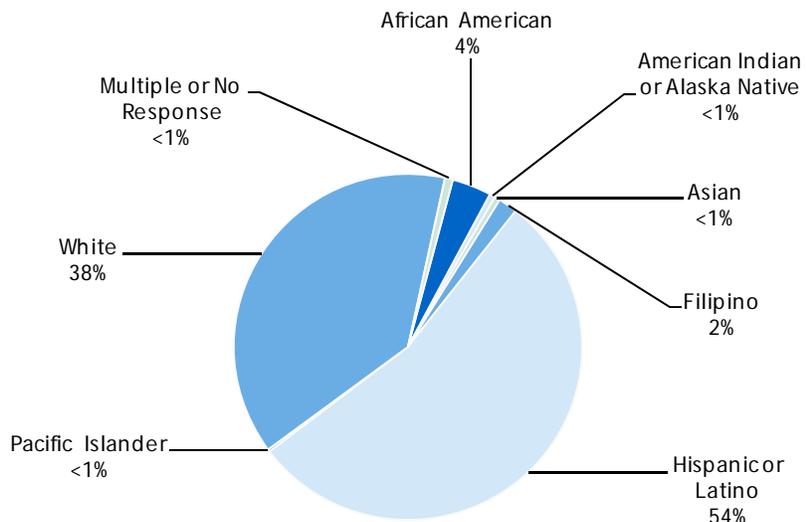
## School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

| School Facility Conditions and Improvements | | | |
|---|---|---|---|
| | Repair Status | | |
| Items Inspected | Good | Fair | Poor |
| **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer | ✓ | | |
| **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings) | ✓ | | |
| **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas) | ✓ | | |
| **Electrical:** Electrical Systems (interior and exterior) | ✓ | | |
| **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior) | ✓ | | |
| **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior) | ✓ | | |
| **Structural:** Structural Condition, Roofs | ✓ | | |
| **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds | ✓ | | |

| Overall Summary of Facility Conditions | | | | |
|---|---|---|---|---|
| | Exemplary | Good | Fair | Poor |
| **Overall Summary** | ✓ | | | |

**Note:** The most recent school site inspection occurred on November 23, 2009, and the inspection form was most recently completed on November 23, 2009.

## School Facilities

Potter Junior High School was built in 1964. Facilities include 45 classrooms, two PE locker rooms, one auditorium, one library, a counseling office, health office, and administrative offices. The custodial crew—one full-time and one part-time day custodian, and two full-time and two part-time night custodians—provide cleaning of our site.

The campus underwent extensive modernization in summer 2003. As a result, classrooms have been upgraded with improved teaching centers and electrical and networking capacity. Significant improvements were made in infrastructure and handicap access throughout the campus. The school library/media center was modernized during the summer of 2006. Construction of our new gymnasium and updated technology labs was completed in January 2008. These buildings were funded through Prop. X, a general obligation bond, with matching State funds of $1.5 million to be used jointly with the Boys' and Girls' club of Fallbrook. Two to three percent of the yearly District budget is allocated to major maintenance of the school buildings to provide a safe and clean environment for learning.

## School Facilities

*Continued from left*

A new, covered amphitheater area outside the auditorium allows additional lunch seating for students and provides Potter Junior High School with an arena to host outdoor concerts and activities. In addition, our newly constructed gym houses over 800 spectators and our 2000-square foot after-school facility room provides students with recreational and study opportunities.

During the 2009-10 school year, we will utilize general funds to add sound boards to our gymnasium. The addition of sound boards will enable us to use the gym for assemblies and large gatherings.

To assure that the District is in compliance with the *Williams Settlement*, all maintenance items are directed through our electronic work order system. All sites are inspected quarterly.

## Types of Services Funded

The following is a list of Federal and State funded programs that are provided to Fallbrook Union ESD students:

- Title I (Basic Grant)
- Title II (Teacher and Principal Training and Recruiting)
- Title II (Technology)
- Title III (for Limited English Proficient Students)
- Title III (Emergency Immigrant)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- School Improvement Program (SIP)
- Special Education
- State Preschool
- School Library Grant
- TUPE (Tobacco Use Prevention Education)
- AB 1113 School Safety and Violence Prevention
- National School Lunch Program
- ARRA

## Textbooks and Instructional Materials

Textbooks are selected by District academic committees (math, language arts, social studies, and science). All committees have representation from school sites. A Citizen's Task Force is involved in reviewing proposed adoptions, and community members are invited to participate in this process. All students are assigned adopted textbooks and are available in class, and in grades 7-8 a class set is available as well as a student edition at home.

In the 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.

Visual and performing arts are taught to all students through integrated lessons plans during regular curriculum instruction. In addition, K-6 grade students receive music instruction during the course of the year, with a music teacher. Individual school sites offer after-school enrichment classes with choir, band, drama, and ceramics.

| Textbooks and Instructional Materials List | | |
|---|---|---|
| **Subject** | **Textbook** | **Adopted** |
| **English-Language Arts** | *Open Court Reading* (K-6) | 2003 |
| **English-Language Arts** | Holt, Rinehart, and Winston (7-8) | 2003 |
| **Mathematics** | Saxon (K-5) | 2009 |
| **Mathematics** | Pearson/Prentice Hall (6-8) | 2009 |
| Science | Macmillan/McGraw-Hill (K-6) | 2007 |
| Science | Prentice Hall (7-8) | 2007 |
| History-Social Science | Pearson Scott Foresman (K-5) | 2006 |
| **History-Social Science** | Glencoe/McGraw-Hill (6-8) | 2006 |
| **Visual and Performing Arts** | Macmillan/McGraw-Hill (K-6) | 2007 |

## Availability of Textbooks and Instructional Materials

| Availability of Textbooks and Instructional Materials | |
|---|---|
| **Subject** | **Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials** |
| **Reading/Language Arts** | 0% |
| **Mathematics** | 0% |
| **Science** | 0% |
| **History-Social Science** | 0% |
| **Visual and Performing Arts** | 0% |
| **Foreign Language** | 0% |
| Health | ✧ |

**Note:** This data was most recently collected and verified in September 2009.

✧   Not applicable.

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at http://nces.ed.gov/nationsreportcard/.

## NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

| NAEP Reading and Mathematics Results for Grades 4 and 8 | | | | |
|---|---|---|---|---|
| | Reading 2007 | | Mathematics 2009 | |
| Average Scale Score | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| State | 209 | 251 | 232 | 270 |
| National | 220 | 261 | 239 | 282 |
| | | | | |
| State Percent at Each Achievement Level | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| Basic | 30% | 41% | 41% | 36% |
| Proficient | 18% | 20% | 25% | 18% |
| Advanced | 5% | 2% | 5% | 5% |

## NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

| NAEP Reading and Mathematics Results for Grades 4 and 8 | | | | |
|---|---|---|---|---|
| | Reading 2007 | | Mathematics 2009 | |
| State Participation Rate | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| Students with Disabilities | 74% | 78% | 79% | 85% |
| English Language Learners | 93% | 92% | 96% | 96% |
| | | | | |
| National Participation Rate | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| Students with Disabilities | 65% | 66% | 84% | 78% |
| English Language Learners | 80% | 77% | 94% | 92% |

**NAEP Testing Note:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit http://star.cde.ca.gov/. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

## STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** *(exceeds state standards);* **Proficient** *(meets state standards);* **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

| Percentage of Students Scoring At Proficient or Advanced Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | James E. Potter JHS | | | Fallbrook UESD | | | California | | |
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| English-Language Arts | 49% | 55% | 51% | 48% | 51% | 55% | 43% | 46% | 50% |
| Mathematics | 32% | 40% | 41% | 49% | 52% | 56% | 40% | 43% | 46% |
| Science | 49% | 53% | 58% | 46% | 52% | 56% | 38% | 46% | 50% |
| History-Social Science | 51% | 44% | 48% | 52% | 45% | 49% | 33% | 36% | 41% |

## STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

| Percentage of Students Scoring At Proficient or Advanced Levels | | | | |
|---|---|---|---|---|
| | Spring 2009 Results | | | |
| Group | English-Language Arts | Mathematics | Science | History-Social Science |
| Male | 49% | 41% | 60% | 55% |
| Female | 53% | 40% | 56% | 41% |
| Economically Disadvantaged | 39% | 30% | 42% | 33% |
| English Learners | 11% | 10% | 14% | 10% |
| Students with Disabilities | 12% | 6% | 8% | 9% |
| Students Receiving Migrant Education Services | 33% | 33% | 32% | 8% |
| African American | 47% | 27% | 45% | 50% |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | 50% | 38% | ❖ | ❖ |
| Hispanic or Latino | 36% | 29% | 43% | 34% |
| Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 72% | 59% | 81% | 66% |

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

## Academic Performance Index Ranks

| API Ranks — Three Year Comparison | | | |
|---|---|---|---|
| | **2006** | **2007** | **2008** |
| **Statewide API Rank** | 7 | 6 | 6 |
| **Similar Schools API Rank** | 9 | 9 | 9 |

## Academic Performance Index Growth

| API Growth by Student Group — Three Year Comparison | | | |
|---|---|---|---|
| **Group** | **Actual API Change** | | **2009 Growth API Score** |
| | **06-07** | **07-08** | **08-09** | |
| **All Students at the School** | -12 | 16 | 13 | 789 |
| **African American** | ■ | ■ | ■ | ■ |
| **American Indian or Alaska Native** | ■ | ■ | ■ | ■ |
| **Asian** | ■ | ■ | ■ | ■ |
| **Filipino** | ■ | ■ | ■ | ■ |
| **Hispanic or Latino** | 9 | 17 | 7 | 724 |
| **Pacific Islander** | ■ | ■ | ■ | ■ |
| **White** | -19 | 22 | 16 | 882 |
| **Socioeconomically Disadvantaged** | 3 | 38 | -7 | 725 |
| **English Learners** | 26 | -32 | 3 | 664 |
| **Students with Disabilities** | ■ | ■ | ■ | ■ |

■  Data are reported only for numerically significant groups.

**API Testing Note:** Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

### Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

### Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.

## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram®* as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram®* is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, visit www.cde.ca.gov/ta/tg/pf/.

| Percentage of Students Meeting Fitness Standards | |
|---|---|
| **Grade 7** | |
| Four of Six Standards | 11.5% |
| Five of Six Standards | 22.3% |
| Six of Six Standards | 53.4% |

## Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

| Adequate Yearly Progress Criteria | | | | |
|---|---|---|---|---|
| | **James E. Potter JHS** | | **Fallbrook UESD** | |
| **Met Overall AYP** | No | | No | |
| **AYP Criteria** | English-Language Arts | Mathematics | English-Language Arts | Mathematics |
| **Participation Rate** | Yes | Yes | Yes | Yes |
| **Percent Proficient** | No | No | No | No |
| **API** | Yes | | Yes | |
| **Graduation Rate** | ✧ | | ✧ | |

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

## Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

| Federal Intervention Program | | |
|---|---|---|
| | **James E. Potter JHS** | **Fallbrook UESD** |
| **Program Improvement Status** | In PI | In PI |
| **First Year of Program Improvement** | 2008-09 | 2008-09 |
| **Year in Program Improvement** | Year 2 | Year 2 |
| **Number of Schools Identified for Program Improvement** | | 3 |
| **Percent of Schools Identified for Program Improvement** | | 30.0% |

## School Safety

Building and maintaining a healthy and positive learning environment is a priority at Potter Junior High School. We are adopting the PBIS (Positive Behavior Intervention and Support) model which is a decision making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. This framework emphasizes four integrated elements: (a) data for decision making, (b) measureable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.

Each month our Safe School Collaborative Team meets to focus on our goals and objectives related to school climate and school safety. Our team consists of staff, students, parents, and community members. We have many different activities and services (Human Relations Committee, Club Live, Builder's Club, Braves for Christ and a Mentoring Program, etc.) that help students feel safe, secure, and included at school. In addition, our WEB (Where Everyone Belongs) and Acorns to Oaks transitional bridging programs enable sixth graders to feel welcome and connected to Potter. The School Safety Plan is reviewed annually by our staff and SSC.

The school incorporates into its yearly schedule (three-in-one drills) routine fire and disaster drills, lockdown drills, as well as campus wide emergency plans, and there is a close working relationship with local law enforcement agencies and neighboring schools.

All visitors must check in at the school office. Supervision is provided 30 minutes before and after school. Parents need to make certain students do not arrive before or remain at school after these times.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in September 2009. It is available on the school's Web site or by request through the school secretary.

## Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

| Suspension and Expulsion Rates | | | | | | |
|---|---|---|---|---|---|---|
| | James E. Potter JHS | | | Fallbrook UESD | | |
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| Suspension Rate | 0.126 | 0.206 | 0.146 | 0.062 | 0.057 | 0.061 |
| Expulsion Rate | 0.008 | 0.019 | 0.003 | 0.002 | 0.004 | 0.001 |

## Parental Involvement

Parents and community members are encouraged to participate at Potter Junior High School. We also encourage parents to support their children at home by discussing their education expectations and creating a positive homework and learning environment in the home. We offer several important programs that provide opportunity for parental involvement:

- School Site Council (SSC) meets monthly to monitor and revise the school's improvement plan. Two to three elected positions are available annually for a two-year term.
- The English Learner Advisory Council (ELAC) serves an important advisory role to the School Site Council. The ELAC meets at least four times a year and elected positions are available annually.
- A Gifted and Talented Education (GATE) Advisory Committee meets at least four times a year to advise the SSC on program needs and budget recommendations.

*Continued on sidebar*

## Parental Involvement

*Continued from left*

- The East Coast Field Trip Boosters support fundraising for an annual trip to Washington, D.C. for eligible eighth grade students.
- The Parent Teacher Association (PTA) meets monthly to support a wide variety of school activities and initiatives.
- There are several annual events for parents, including Back-to-School Night, Open House, parent conferences, parent education training, concerts, and other presentations. Parents are welcome to visit the campus anytime. Classroom visits need to be scheduled in advance.
- Parents are invited to participate in instructional and support roles at the school through the parent volunteer program. Parents are also invited to sit on many school site and District-level committees to share in the role of decision making and developing their leadership in governance, advisory, and advocacy.

For more information on how to become involved, contact Shelly Sandoval at (760) 723-4655 or Dr. Tere Peterson at (760) 731-4154.

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting http://data1.cde.ca.gov/dataquest/.

| Teacher Credential Information | | | | |
| --- | --- | --- | --- | --- |
| | Fallbrook UESD | James E. Potter JHS | | |
| Teachers | 08-09 | 06-07 | 07-08 | 08-09 |
| With Full Credential | 263 | 44 | 44 | 44 |
| Without Full Credential | 0 | 1 | 0 | 0 |
| Teaching Outside Subject Area of Competence | | 0 | 0 | 0 |

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

| Teacher Misassignments and Vacant Teacher Positions | | | |
| --- | --- | --- | --- |
| | James E. Potter JHS | | |
| | 07-08 | 08-09 | 09-10 |
| Teacher Misassignments of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

## No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

| No Child Left Behind Compliant Teachers | | |
| --- | --- | --- |
| | Percent of Classes in Core Academic Subjects | |
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| James E. Potter JHS | 97.1% | 2.9% |
| All Schools in District | 98.5% | 1.5% |
| High-Poverty Schools in District | 100.0% | 0.0% |
| Low-Poverty Schools in District | 100.0% | 0.0% |

**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

## Academic Counselors

This table displays information about academic counselors at the school.

| Academic Counselors | |
| --- | --- |
| Number of Academic Counselors (FTE) | 1.0 |
| Ratio of Students Per Academic Counselor | 975:1 |

## School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

| School Support Staff | |
| --- | --- |
| Library Media Teacher (Librarian) | 1.0 |
| Library Media Services Staff (paraprofessional) | 0.0 |
| Psychologist | 0.5 |
| Social Worker | 0.0 |
| Nurse | 1.0 |
| Speech/Language/ Hearing Specialist | 0.8 |
| Resource Specialist (non-teaching) | 0.0 |
| Other | 0.0 |

## District Financial Data

| District Salary Data | | |
|---|---|---|
| Category | Fallbrook UESD | Similar Sized District |
| Beginning Teacher Salary | $41,356 | $41,866 |
| Mid-Range Teacher Salary | $64,639 | $68,220 |
| Highest Teacher Salary | $86,166 | $86,536 |
| Average Principal Salary (Elementary School) | $103,647 | $107,858 |
| Average Principal Salary (Middle School) | $112,907 | $111,405 |
| Superintendent Salary | $176,682 | $178,938 |
| Teacher Salaries — Percent of Budget | 42.2% | 42.1% |
| Administrative Salaries — Percent of Budget | 5.7% | 5.5% |

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

| School Financial Data | |
|---|---|
| | James E. Potter JHS |
| Total Expenditures Per Pupil | $6,562 |
| Expenditures Per Pupil From Restricted Sources | $631 |
| Expenditures Per Pupil From Unrestricted Sources | $5,931 |
| Average Teacher Salary | $81,740 |

## Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison | | |
|---|---|---|
| | Expenditures Per Pupil From Unrestricted Sources | Average Teacher Salary |
| James E. Potter JHS | $5,931 | $81,740 |
| Fallbrook UESD | $5,569 | $73,947 |
| California | $5,512 | $67,082 |
| School and District — Percent Difference | +6.1% | +9.5% |
| School and California — Percent Difference | +7.1% | +17.9% |

**Financial Data Note:** The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

### District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

*"Building and maintaining a healthy and positive learning environment is a priority at Potter Junior High School."*

# JAMES E. POTTER
# JUNIOR HIGH SCHOOL

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