

Fall River Junior-Senior High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Fall River Joint Unified
Phone Number	(530) 335-4538
Superintendent	Greg Hawkins
E-mail Address	ghawkins@frjUSD.org
Web Site	http://www.frjUSD.org

School Contact Information (School Year 2016-17)	
School Name	Fall River Junior-Senior High
Street	44215 Walnut St.
City, State, Zip	McArthur, Ca, 96056-8555
Phone Number	530-336-5515
Principal	Jeanne Utterback, Principal
E-mail Address	jutterback@frjUSD.org
Web Site	http://www.frjUSD.org
County-District-School (CDS) Code	45699894533600

Last updated: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

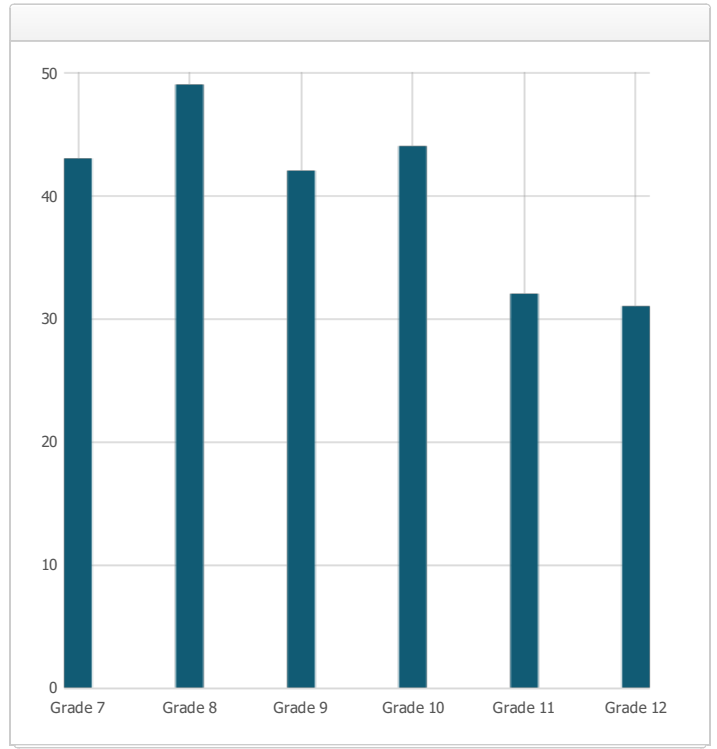
Fall River Junior-Senior High School (FRHS) is a six year comprehensive junior-senior high school (grade 7 through 12) in the Fall River Joint Unified School District. It is located four miles northeast of Fall River Mills in the town of McArthur, California. The district encompasses a large geographic area of 1200 square miles. Ninety-five percent of the FRHS students drive or are bussed to school. The local economy depends upon agriculture, forest management, lumbering, public, county, state, and federal government agencies, hospital, P.G.& E., small businesses, and tourism. Our community values education as evidenced by the strong support provided by parents, community members and local businesses.

Our vision includes working together to produce students who are Effective Communicators, Critical Thinkers and Problem Solvers, Collaborating Team Members, and Creators and Innovators. We believe our students should experience mastery over the world, observe themselves recover from disappointment or failure, and in response, persevere, and recognize the power of giving.

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	43
Grade 8	49
Grade 9	42
Grade 10	44
Grade 11	32
Grade 12	31
Total Enrollment	241



Last updated: 2/1/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	10.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	27.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	59.3 %
Two or More Races	2.9 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	50.2 %
English Learners	3.3 %
Students with Disabilities	18.3 %
Foster Youth	0.8 %

Last updated: 2/1/2017

A. Conditions of Learning

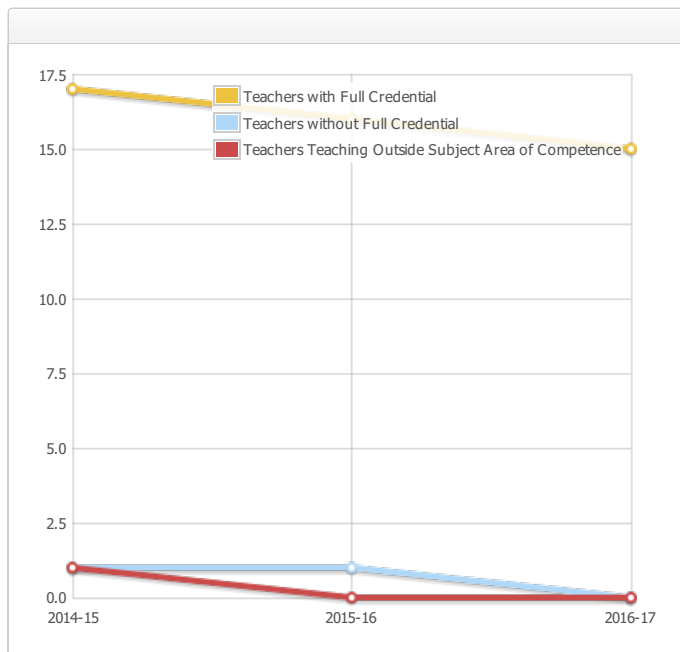
State Priority: Basic

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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	17	16	15	70
Without Full Credential	1	1	0	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0



Last updated: 2/1/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "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.

Last updated: 2/1/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	85.0%	15.0%
All Schools in District	86.0%	14.0%
High-Poverty Schools in District	86.0%	14.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: 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.

Last updated: 2/1/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2010 Adoption Holt, Rinehart and Winston Holt Literature and Language Arts for Grades 7-8	Yes	0.0 %
Mathematics	2014 Adoption CPM Educational Programs Core Connections, Courses 2 and 3 (Grades 7 & 8) 2014 Adoption CPM Educational Programs Core Connections Integrated 1,2 & 3 (Grades 9-12) Precalculus with Trigonometry 2007 Adoption Prentice Hall Precalculus Algebra Readiness McDougal Little CA Math Course 1, Course 2, Algebra 1 McDougal Little Geometry and Algebra UCLA Math Department Intervention Program-Introduction to Algebra	Yes	0.0 %
Science	2007 Adoption Prentice Hall Conceptual Physics, Physical Science, Chemistry Holt Earth Science Glencoe McGraw Hill: CA Series Grades 7-8 Physical Science, Life Science	Yes	0.0 %
History-Social Science		Yes	0.0 %

	2005 Adoption Pearson Prentice Hall Social Studies 2006 Grade 6-8 Glencoe McGraw Hill 9-12		
Foreign Language	2004 Adoption Prentice Hall Realidades McDougal Little Abriendo Puertas	Yes	0.0 %
Health	Glencoe McGraw Hill Teen Health and Human Sexuality	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2017

School Facility Conditions and Planned Improvements

The district ensures that all schools are clean, safe and functional. Maintenance staff completes the facility survey instrument developed by the State of California Office of Public School Construction to monitor the condition of the facilities. The results of this survey are available at the district office.

Age of School Buildings

Fall River Jr. Sr. High was opened in 1911. The current facility was built in 1939, renovated in 1969, and underwent another modernization in 2004.

Maintenance and Repair

District maintenance staff ensures that repairs are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Cleaning Process and Schedule. The site administrator monitors the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 2/2/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2016

Overall Rating	Good
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Last updated: 2/1/2017

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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	48.0%	54.0%	38.0%	43.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	46.0%	51.0%	30.0%	34.0%	34.0%	36.0%

Note: 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.

Last updated: 2/1/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	41	41	100.0%	39.0%
Male	23	23	100.0%	34.8%
Female	18	18	100.0%	44.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.0%	54.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.0%	43.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.0%	28.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 2/1/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	50	50	100.0%	42.0%
Male	23	23	100.0%	26.1%
Female	27	27	100.0%	55.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.0%	16.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	32	100.0%	53.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	27	27	100.0%	33.3%
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	18.2%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/1/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	29	96.7%	96.6%
Male	18	18	100.0%	94.4%
Female	12	11	91.7%	100.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	16	94.1%	100.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	92.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 2/1/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	41	41	100.0%	39.0%
Male	23	23	100.0%	43.5%
Female	18	18	100.0%	33.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.0%	63.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.0%	39.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.0%	36.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 2/1/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	50	50	100.0%	50.0%
Male	23	23	100.0%	34.8%
Female	27	27	100.0%	63.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.0%	16.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	32	100.0%	59.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	27	27	100.0%	37.0%
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 2/1/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	29	96.7%	69.0%
Male	18	18	100.0%	66.7%
Female	12	11	91.7%	72.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	16	94.1%	68.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	69.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 2/1/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	77.0%	69.0%	68.0%	59.0%	52.0%	55.0%	60.0%	56.0%	54.0%

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.

Last updated: 2/1/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	92	91	98.9%	68.1%
Male	39	38	97.4%	63.2%
Female	53	53	100.0%	71.7%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	12	12	100.0%	66.7%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	22	21	95.5%	47.6%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	58	58	100.0%	75.9%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	48	47	97.9%	59.6%
English Learners	--	--	--	--
Students with Disabilities	18	18	100.0%	44.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

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.

Last updated: 2/1/2017

Career Technical Education Programs (School Year 2015-16)

Fall River Junior-Senior High School (FRHS) offers ROP classes, vocational classes and career exploration activities to help students prepare for the workforce. Students also have opportunities through the career center on campus to take career assessments, and explore different careers. The newly adopted common core curriculum focuses on students being college and career ready and our teachers and programs are in line with this goal.

Last updated: 2/1/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	113
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	54.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	30.0%

Last updated: 2/1/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	89.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	40.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.1%	14.6%	43.9%
9	21.4%	16.7%	38.1%

Note: 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.

Last updated: 2/1/2017

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 2016-17)

We are committed to communicating with and engaging parents as partners in their children’s education. We believe that parents play a very important role through their active participation and involvement in School Site Council, Athletics, Boosters Club, Advisory Committees, various events, classroom volunteers and as Senior Project oral board judges, paper readers, and mentors. We have an updated school website that includes the daily bulletin, athletic schedules and other important events, and the ABI portal (which allows students and parents to access grades). FRHS is a focal point and center for students, their parents and the community. We encourage and welcome parent/family involvement.

State Priority: Pupil Engagement

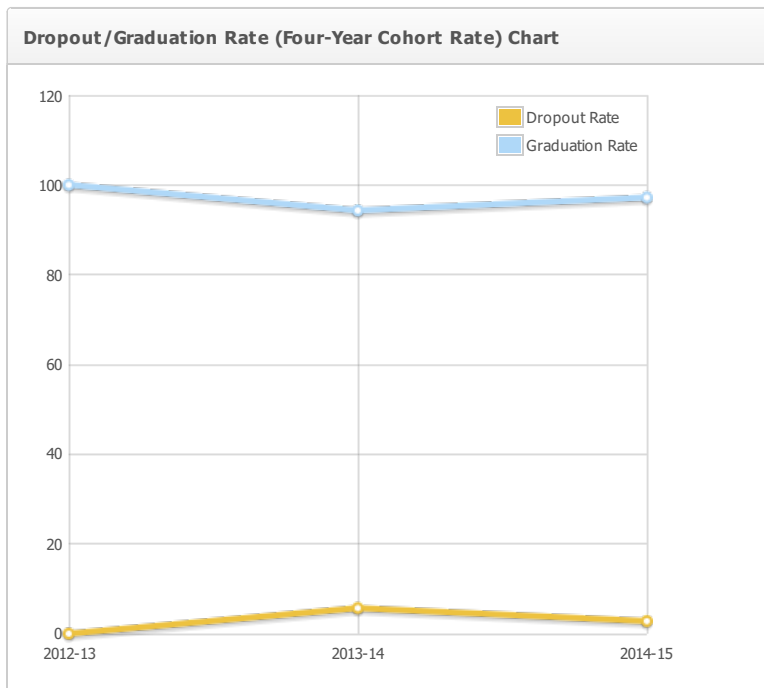
Last updated: 2/1/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	5.7%	2.8%	10.4%	11.5%	14.8%	11.4%	11.5%	10.7%
Graduation Rate	100.00	94.30	97.20	88.30	86.50	82.70	80.44	80.95	82.27



Last updated: 2/1/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	97	100	85
Black or African American	0	0	77
American Indian or Alaska Native	80	100	75
Asian	0	0	99
Filipino	0	0	97
Hispanic or Latino	100	100	84
Native Hawaiian or Pacific Islander	0	0	85
White	100	100	87
Two or More Races	0	67	91
Socioeconomically Disadvantaged	96	100	77
English Learners	0	100	51
Students with Disabilities	83	100	68
Foster Youth	--	--	--

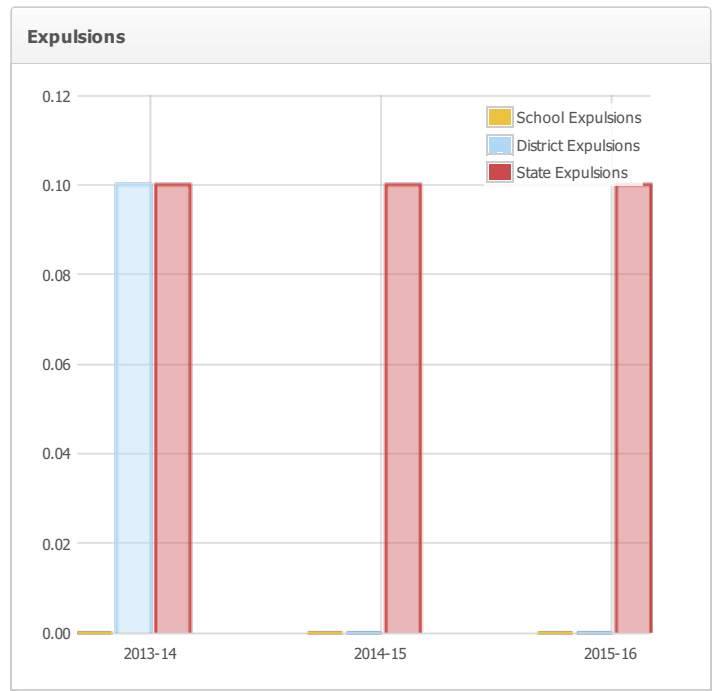
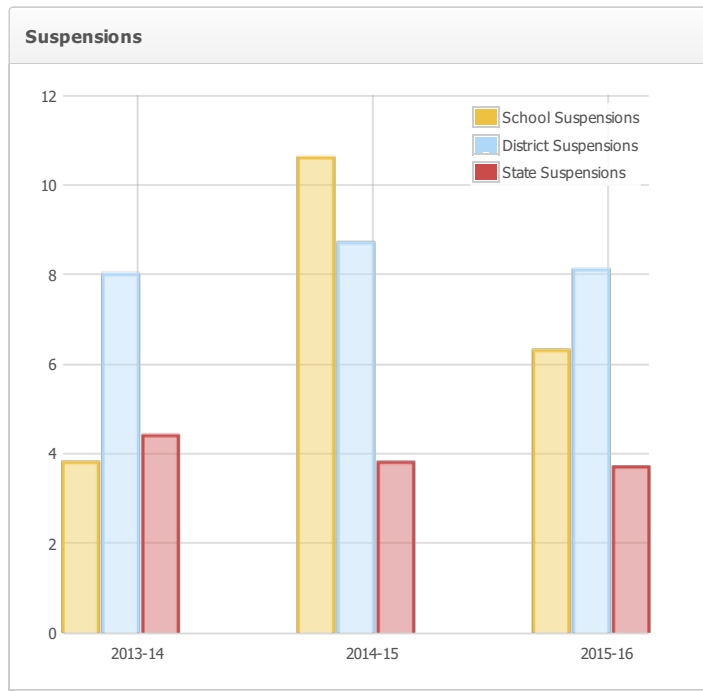
State Priority: School Climate

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.8	10.6	6.3	8.0	8.7	8.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1



Last updated: 2/1/2017

School Safety Plan (School Year 2016-17)

Fall River Jr. Sr. High has a Comprehensive Safety and Response Plan which meets the state requirements described in California Education Code Sections 35294-35297. The plan was developed in cooperation with the Shasta County Sheriff's Department and has conducted school wide drills in order to better prepare in the event of an actual emergency. This plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures and school discipline policies. The plan is reviewed annually at the start of school in order to ensure that new staff is familiar with all details. The Fall River Joint Unified School District had Safe Schools Alliance come in to do a study on our District to make sure that the policies and procedures we have in place are appropriate and that we are prepared for any safety emergency. Our District places a very high value on our students' safety.

Last updated: 2/1/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 2/1/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11.0	24	2	0	12.0	20	3	0	13.0	16	2	0
Mathematics	15.0	14	3	0	15.0	16	2	0	15.3	11	2	0
Science	13.0	14	2	0	17.0	7	6	0	17.2	10	2	0
Social Science	9.0	22	2	0	16.0	11	3	0	16.6	11	3	0

* 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.

Last updated: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	242.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.7	N/A
Social Worker	0.0	N/A
Nurse	0.7	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other	1.0	N/A

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

*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.

Last updated: 2/1/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7429.0	\$768.0	\$6661.0	\$46087.0
District	N/A	N/A	\$8656.0	\$56866.0
Percent Difference – School Site and District	--	--	-26.0%	-20.9%
State	N/A	N/A	\$5677.0	\$60705.0
Percent Difference – School Site and State	--	--	16.0%	-27.4%

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

Last updated: 2/1/2017

Types of Services Funded (Fiscal Year 2015-16)

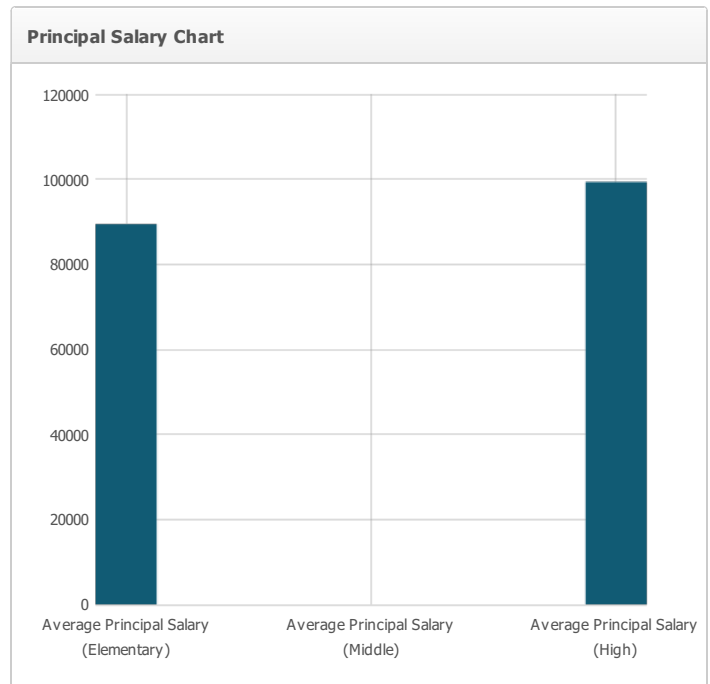
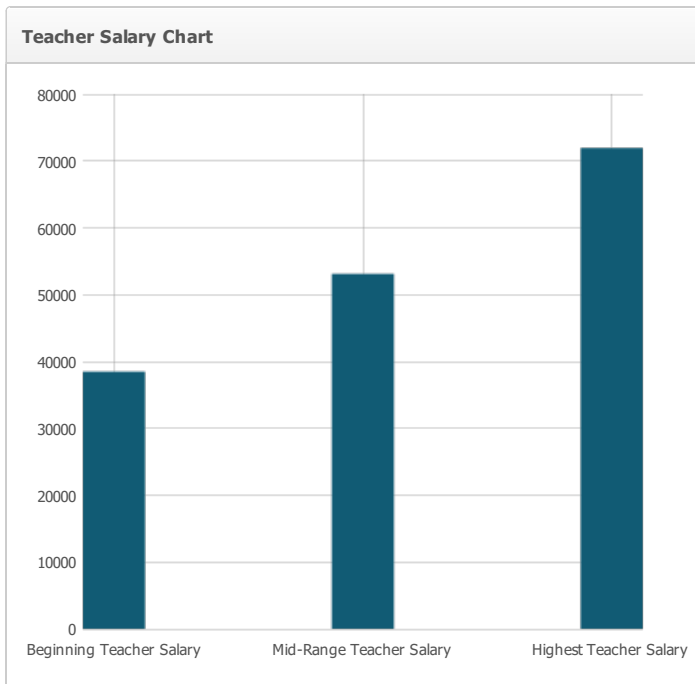
- Title I, Part A (Basic Grant)
- Title II, Part A (Teacher Quality)
- Title VII Indian Ed
- Federal, Special Education, Entitlement

Last updated: 2/1/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,483	\$40,430
Mid-Range Teacher Salary	\$53,112	\$58,909
Highest Teacher Salary	\$71,945	\$77,358
Average Principal Salary (Elementary)	\$89,447	\$94,634
Average Principal Salary (Middle)	\$	\$97,839
Average Principal Salary (High)	\$99,354	\$100,453
Superintendent Salary	\$138,228	\$123,728
Percent of Budget for Teacher Salaries	32.0%	32.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/1/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	2	N/A
All Courses	3	5.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 2/1/2017

Professional Development

Three days are provided on the school calendar for professional development. The district collaborates with all school sites to provide teachers and administrators with ongoing professional development to improve teaching and learning in the areas of English Language arts, mathematics, science, and history social studies. The district has also established an ongoing professional development plan with SCOE and site leadership teams to promote a model of best practices using data analysis to help drive instruction.

Throughout the year, site administrators hold staff meetings on short Fridays to enable teachers to share effective strategies with their peers to improve instructional practices. FRHS meets with BHS to collaborate throughout the year regarding curriculum, best practices, and student learning outcomes.

Last updated: 2/1/2017