

# Fall River Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Fall River Joint Unified
<b>Phone Number</b>	(530) 335-4538
<b>Superintendent</b>	Greg Hawkins
<b>E-mail Address</b>	<a href="mailto:ghawkins@frjUSD.org">ghawkins@frjUSD.org</a>
<b>Web Site</b>	<a href="http://www.frjUSD.org">http://www.frjUSD.org</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Fall River Elementary
<b>Street</b>	24977 Curve St.
<b>City, State, Zip</b>	Fall River Mills, Ca, 96028-9798
<b>Phone Number</b>	530-336-5551
<b>Principal</b>	Christine Knoch, Principal
<b>E-mail Address</b>	<a href="mailto:cknoch@frjUSD.org">cknoch@frjUSD.org</a>
<b>Web Site</b>	<a href="http://www.frjUSD.org">http://www.frjUSD.org</a>
<b>County-District-School (CDS) Code</b>	45699896050280

*Last updated: 2/5/2018*

## School Description and Mission Statement (School Year 2017-18)

Fall River Elementary serves students in Kindergarten through sixth grades. The school is located in eastern Shasta County in the town of Fall River Mills. The original school was built in 1932. The current library, multiuse room-cafeteria and some classrooms were built in 1951. Additional portables were brought in during 1966 with remodeling work in 1987.

### VISION

Fall River Elementary is a welcoming and safe community of learners and educators dedicated to excellence in which the dignity and diversity of all is respected.

### MISSION

The staff at Fall River Elementary is dedicated to reaching our vision. In order for all students to realize their full potential we must:

- Encourage greater parent and community participation.
- Increase the use of technology and participate in a broad-based curriculum.
- Develop students of strong character.
- Increase achievement of all students.

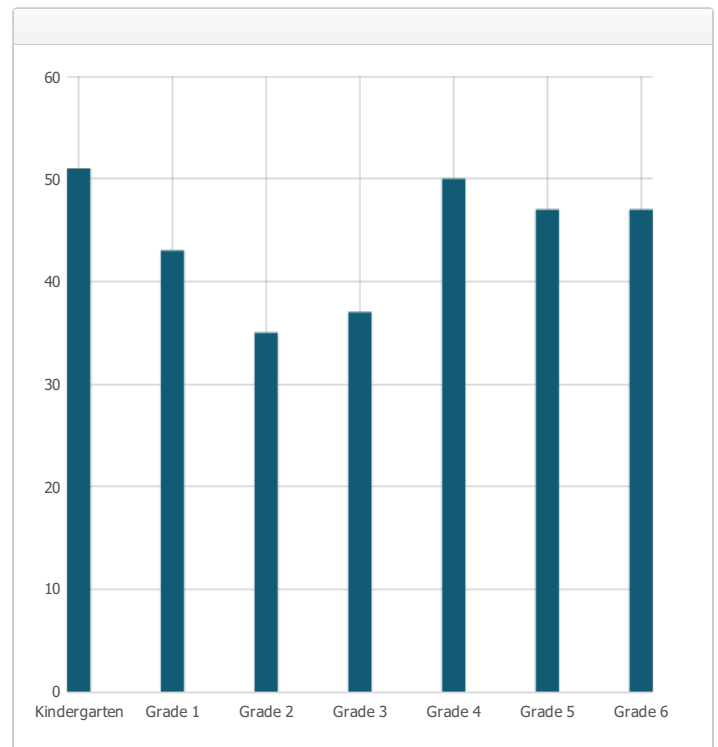
In taking these steps we will greatly improve our students' educational opportunities, by providing them with the opportunity to experience the joy of learning.

*Last updated: 2/5/2018*

## Student Enrollment by Grade Level (School Year 2016-17)

FRE enrolls students in grades TK - 6

Grade Level	Number of Students
Kindergarten	51
Grade 1	43
Grade 2	35
Grade 3	37
Grade 4	50
Grade 5	47
Grade 6	47
<b>Total Enrollment</b>	<b>310</b>



Last updated: 2/5/2018

## Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	3.5 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	35.2 %
Native Hawaiian or Pacific Islander	0.3 %
White	56.1 %
Two or More Races	3.2 %
Other	1.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	57.4 %
English Learners	20.6 %
Students with Disabilities	13.9 %
Foster Youth	0.6 %

Last updated: 2/5/2018

## A. Conditions of Learning

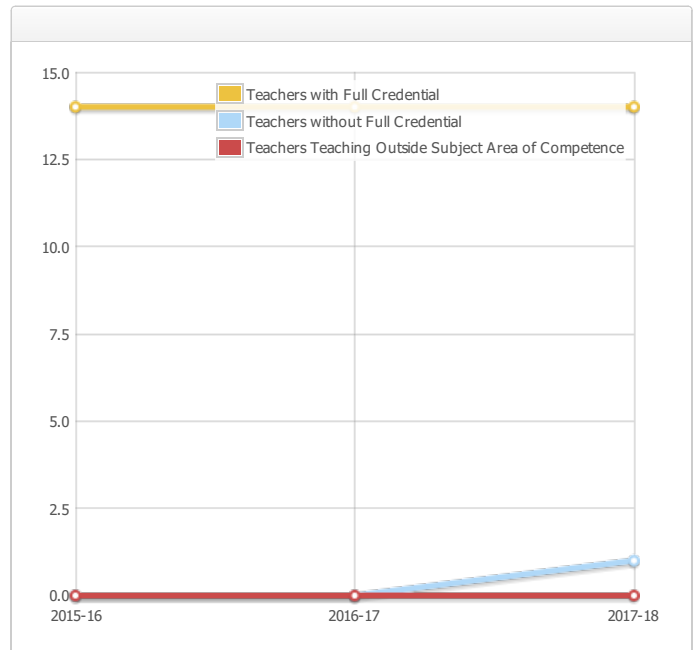
### State Priority: Basic

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

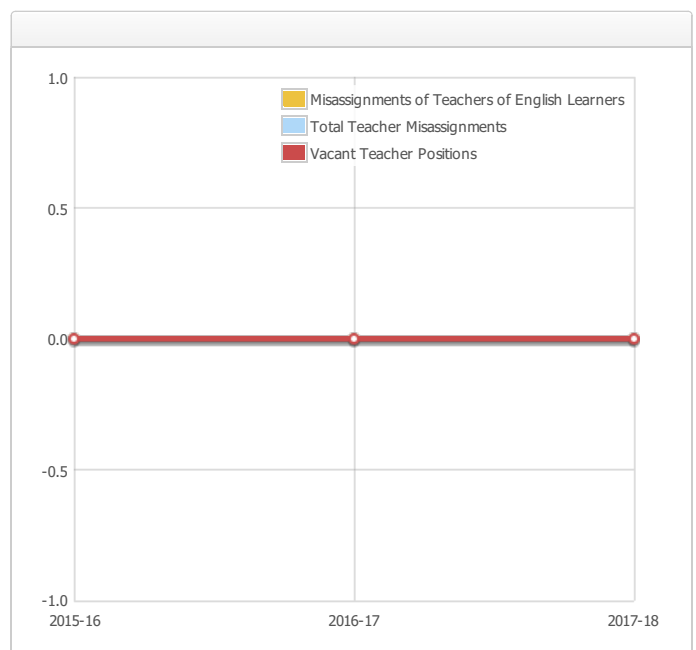
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	14	14	14	70
Without Full Credential	0	0	1	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/5/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 2/5/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: October 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	2010 Adoption McMillan McGraw Hill California Treasures for Grades K-6 4-6 National Geographic (REACH), Cengage 1-6 Imagine Learning K-6 Handwriting without Tears 1-6 NWEA Skills Navigator	Yes	0.0 %
Mathematics	2014 Adoption Houghton Mifflin Harcourt Math Expressions K-6	Yes	0.0 %
Science	2007 Adoption Delta Education, Inc Full Option Science System (FOSS) for Grades K-5 Glencoe McGraw Hill Glencoe Science Focus on Series CA Edition - Focus on Earth Science Grade 6	Yes	0.0 %
History-Social Science	2006 Adoption Glencoe McGraw Hill Social Science Grade 6  2005 Adoption Houghton Mifflin Social Science, 2007 Grades K-5	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/7/2018

## 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 Elementary was originally opened in 1932 and currently has 20 classrooms

### Maintenance and Repair

District maintenance staff ensures that repairs are completed in a timely manner. An online 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: 2/5/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Carpet in some of the classrooms needs to be replaced
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 2017

Overall Rating	Good
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*Last updated: 2/1/2018*

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	53%	47%	43%	43%	48%	48%
Mathematics (grades 3-8 and 11)	37%	33%	34%	31%	36%	37%

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: 2/5/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	176	172	97.73%	47.09%
Male	91	90	98.90%	37.78%
Female	85	82	96.47%	57.32%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	64	63	98.44%	31.75%
Native Hawaiian or Pacific Islander	--	--	--	
White	104	104	100.00%	56.73%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	103	101	98.06%	37.62%
English Learners	42	40	95.24%	30.00%
Students with Disabilities	33	33	100.00%	51.52%
Students Receiving Migrant Education Services	19	19	100.00%	31.58%
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 2/5/2018*



**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	176	174	98.86%	33.33%
Male	91	90	98.90%	33.33%
Female	85	84	98.82%	33.33%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	64	64	100.00%	18.75%
Native Hawaiian or Pacific Islander	--	--	--	
White	104	104	100.00%	42.31%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	103	103	100.00%	20.39%
English Learners	42	42	100.00%	19.05%
Students with Disabilities	33	33	100.00%	24.24%
Students Receiving Migrant Education Services	19	19	100.00%	21.05%
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 2/5/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	50.0%	68.0%	52.0%	55.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 2/5/2018*

# 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	23.3%	27.9%	25.6%

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: 2/5/2018*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

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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, Advisory Committees, various events, and as classroom volunteers. Our school is a focal point and center for students, their parents and the community. We encourage and welcome parent/family involvement.

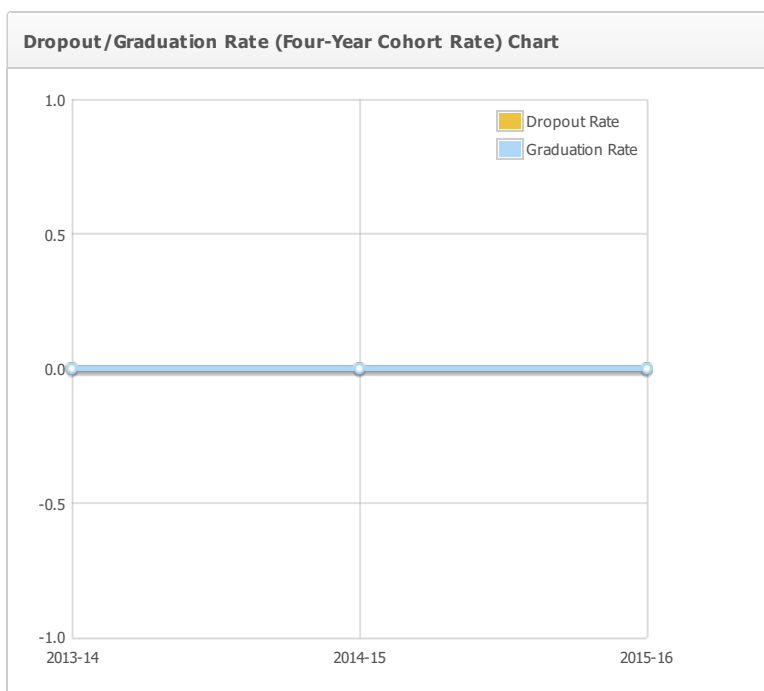
# State Priority: Pupil Engagement

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	86.5%	82.7%	80.9%	81.0%	82.3%	83.8%



Last updated: 2/5/2018

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	97.1%	87.1%
Black or African American	--	0.0%	79.2%
American Indian or Alaska Native	--	50.0%	80.2%
Asian	--	0.0%	94.4%
Filipino	--	100.0%	93.8%
Hispanic or Latino	--	100.0%	84.6%
Native Hawaiian or Pacific Islander	--	0.0%	86.6%
White	--	100.0%	91.0%
Two or More Races	--	100.0%	90.6%
Socioeconomically Disadvantaged	--	100.0%	85.5%
English Learners	--	0.0%	55.4%
Students with Disabilities	--	80.0%	63.9%
Foster Youth	--	--	--

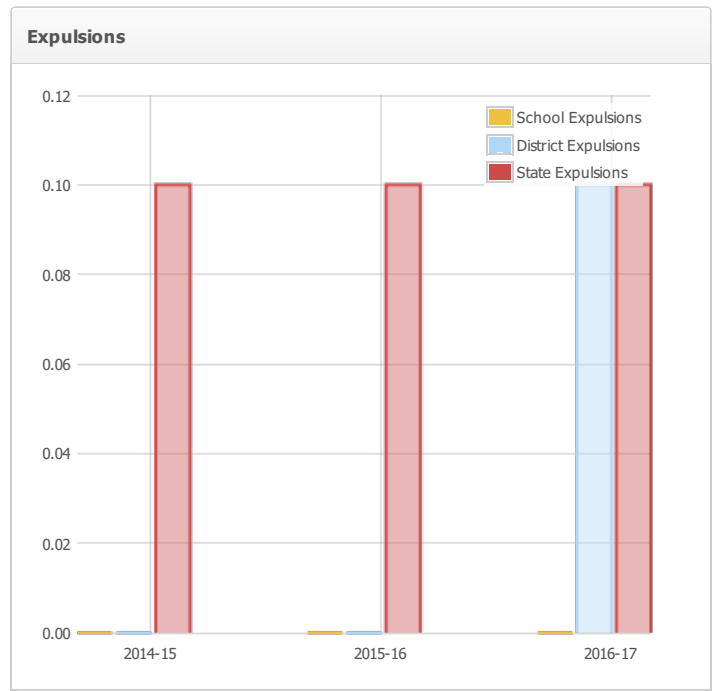
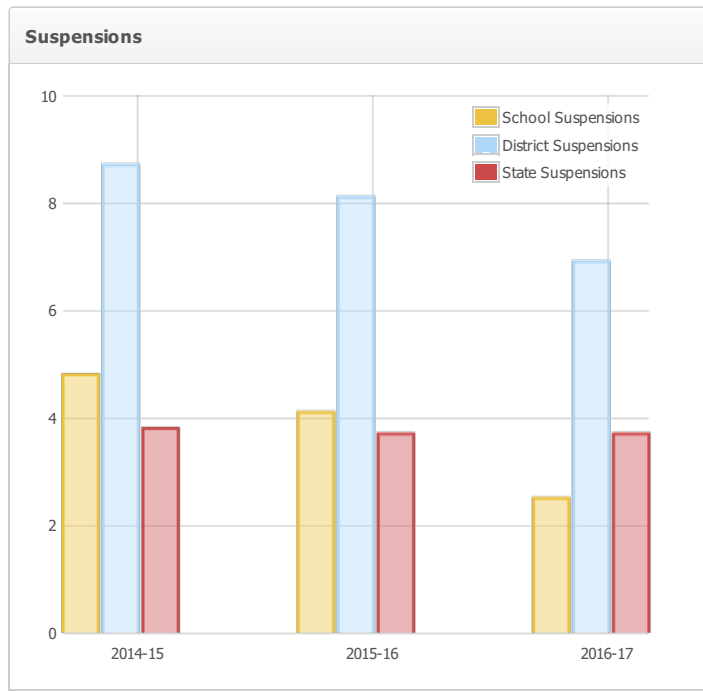
# State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.8%	4.1%	2.5%	8.7%	8.1%	6.9%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 2/5/2018

## School Safety Plan (School Year 2017-18)

Fall River Elementary 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.

Last updated: 2/5/2018

## 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 2017-18)

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%

Last updated: 2/5/2018

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	14.0	3	0	0	19.0	1	2	0	17.0	2	1	0
1	23.0	1	1	0	16.0	2	0	0	20.0	1	1	0
2	24.0	0	2	0	19.0	2	0	0	24.0	1	1	0
3	23.0	0	2	0	24.0	0	2	0	23.0	1	1	0
4	29.0	0	1	0	30.0	0	1	0	24.0	0	2	0
5	25.0	0	1	0	27.0	0	2	0	28.0	1	1	0
6	28.0	0	2	0	21.0	1	1	0	24.0	1	1	0
Other	6.0	1	0	0	0.0	0	0	0	13.0	1	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/7/2018

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.4	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	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: 2/5/2018*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5581.0	\$688.0	\$4892.0	\$50032.0
District	N/A	N/A	\$8872.0	\$54206.0
Percent Difference – School Site and District	N/A	N/A	57.8%	8.0%
State	N/A	N/A	\$6574.0	\$62381.0
Percent Difference – School Site and State	N/A	N/A	29.3%	22.0%

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

*Last updated: 2/5/2018*

## Types of Services Funded (Fiscal Year 2016-17)

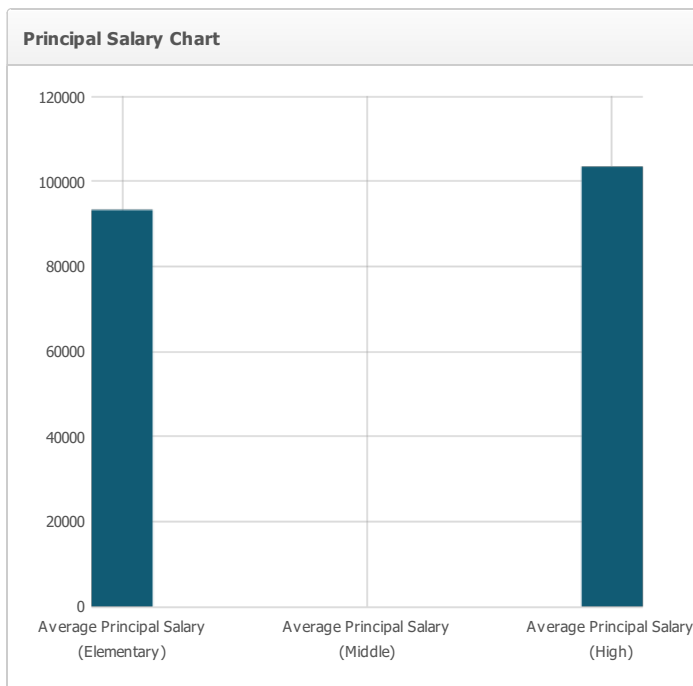
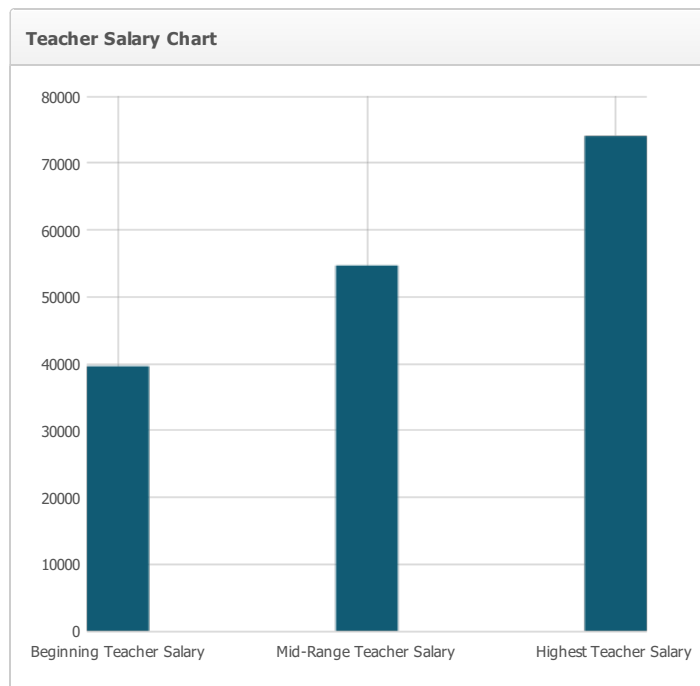
- Title I, Part A (Basic Grant)
- Title II, Part A (Teacher Quality)
- Title VII Indian Ed
- Federal, Special Education, Entitlement

Last updated: 2/5/2018

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,603	\$41,164
Mid-Range Teacher Salary	\$54,658	\$61,818
Highest Teacher Salary	\$74,039	\$84,567
Average Principal Salary (Elementary)	\$93,250	\$96,125
Average Principal Salary (Middle)	\$	\$103,336
Average Principal Salary (High)	\$103,445	\$101,955
Superintendent Salary	\$146,545	\$126,855
Percent of Budget for Teacher Salaries	33.0%	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: 2/5/2018

## 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.

Areas of focus include differentiating instruction to meet the needs of all learners. Throughout the year, site administrators hold staff meetings to coach teachers to improve instructional practices.

*Last updated: 2/5/2018*