

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Fall River Junior-Senior High	District Name	Fall River Joint Unified
Street	44215 Walnut/PO Box 340	Phone Number	(530) 335-4538
City, State, Zip	McArthur, CA, 96056	Web Site	www.frjUSD.org
Phone Number	(530) 336-5515	Superintendent	Greg Hawkins
Principal	Jeanne Utterback, Principal	E-mail Address	ghawkins@frjUSD.org
E-mail Address	jutterback@frjUSD.org	CDS Code	45699894533600

School Description and Mission Statement (School Year 2010–11)

Fall River Junior Senior High School is located in the town of McArthur, California. As one of eleven schools in the Fall River Joint Unified School District we serve the students in the Fall River Valley and outlying areas. Our vision includes working together to produce students who are perceptive thinkers, collaborative

contributors, involved citizens, innovative producers, self-directed achievers, adaptable problem solvers, and effective communicators. We believe that all students can learn and behave in an appropriate manner suitable to all occasions.

The Board of Trustees of the Fall River Joint Unified School District believes that it is the responsibility of the school and home, working together, to provide a positive environment for students within which they may:

- Realize potentials for learning
- Develop and maintain basic skills and concepts
- Develop an understanding of responsibilities to self, to family, and to community
- Develop creativity
- Enjoy learning and become lifelong learners
- Respect and appreciate different cultures
- Respect and appreciate the American heritage
- Learn in an environment that fosters a feeling of mutual respect and tolerance
- Learn in a safe, positive environment

Opportunities for Parental Involvement (School Year 2010–11)

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, and as classroom volunteers. 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).

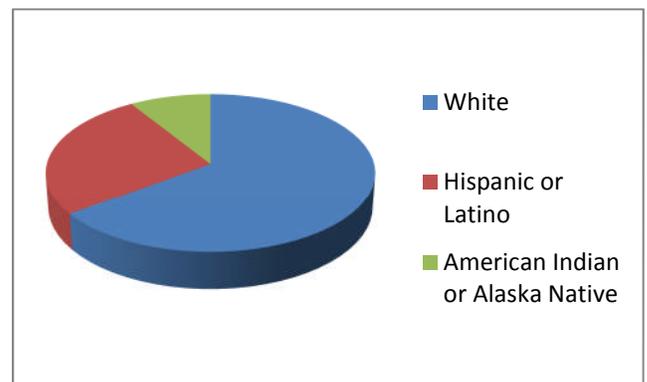
FRHS is a focal point and center for students, their parents and the community. We encourage and welcome parent/family involvement.

Student Enrollment by Grade Level (School Year 2010–11) Total Enrollment 241

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
46	40	41	44	31	39

Student Enrollment by Subgroup (School Year 2010–11) Percent of Total Enrollment

Black or African American	0.4%
American Indian or Alaska Native	8.3%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	24.5%
Native Hawaiian or Pacific Islander	0.8%
White	60.2%
Two or More Races	2.5%
Socioeconomically Disadvantaged	56.4%
English Learners	15.8%
Students with Disabilities	13.7%



Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17.8	11	3		17	12			17.4	14	2	1
Mathematics	16.6	10	2		13.8	11			17.8	8	4	
Science	18.0	7	3		14.9	11			18.3	8	3	
Social Science	19.7	9	2		17	11			19.0	8	3	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

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.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	10.67%	9.1%	18.6%	18.00%	20.9%	23%
Expulsions	1.19%	0.30%	.8%	0.50%	0.42%	0.8%

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

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.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis, to assist school district with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems..

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation				X	Continuing issue with bats we use bat exclusion to deal with the problem (after bats have exited the building, all holes are plugged)
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X		REPAIRED: broken windows in Shop area have been replaced.
Overall Rating		X			

Note: Cells shaded do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	16	18	17	68
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

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	96.23%	3.77%
All Schools in District	97.3%	2.7%
High-Poverty Schools in District	97.96%	2.04%
Low-Poverty Schools in District	0%	100%

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1 FTE for the District	Counselor works at our Jr. Sr. High School with all students
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	1	
Psychologist	1 FTE for the District	
Social Worker	0	

Nurse	.66 FTE for the District	
Speech/Language/Hearing Specialist	.25 FTE	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: Dec 2011

Core Curriculum Area	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 Holt Rinehart and Winston/ Holt Literature for grades 9-12	Yes	0%
Mathematics	2007 Adoption McDougal Little Algebra Readiness McDougal Little CA Math Course 1, Course 2, Algebra 1 McDougal Little Geometry and Algebra Prentice Hall Precalculus UCLA Math Dept Intervention Program- Introduction to Algebra	Yes	0%
Science	2007 Adoption Prentice Hall: Conceptual Physics, Physical Science and Chemistry Holt: Earth Science Glencoe McGraw Hill: CA Series grade 7 and 8 (Earth Science, Life Science)	Yes	0%
History-Social Science	2005 Adoption Pearson Prentice Hall Social Studies, 2006 Gr 6-8 Glencoe McGraw Hill 9-12	Yes	0%
Foreign Language	2004 Adoption Prentice Hall/Realidades McDougal Little/Abriendo Puertas	Yes	0%
Health	Glencoe/McGraw Hill/Teen Health and Human Sexuality	Yes	0%
Visual and Performing Arts			

Science Laboratory Equipment (grades 9-12)			
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VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8.225	\$1,267	\$6,958	\$55,187
District			\$7,104	\$51,430
Percent Difference – School Site and District			-.2%	+7.3%
State			\$5,455	\$57,163
Percent Difference – School Site and State			+2.7%	-3.4%

Note: Cells shaded do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

- Title I, Part A (Basic Grant)
- Title II, Part A (Teacher Quality)
- Title VII Indian Ed
- Johnson O'Malley Indian Education
- Economic Impact Aid (EIA)
- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,025	\$37,978

Mid-Range Teacher Salary	\$49,753	\$55,252
Highest Teacher Salary	\$67,395	\$71,674
Average Principal Salary (Elementary)	\$91,352	\$87,651
Average Principal Salary (Middle)	\$0	\$92,196
Average Principal Salary (High)	\$91,352	\$93,352
Superintendent Salary	\$129,211	\$116,851
Percent of Budget for Teacher Salaries	37.00%	34.00%
Percent of Budget for Administrative Salaries	7.00%	7.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	44%	54%	55%	45%	49%	51%	50%	52%	54%
Mathematics	33%	53%	43%	42%	49%	48%	46%	48%	50%
Science	64%	75%	78%	56%	56%	67%	50%	53%	56%

History-Social Science	48%	52%	61%	41%	48%	54%	41%	44%	48%
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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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	51%	48%	67%	54%
All Students at the School	55%	43%	78%	61%
Male	51%	43%	80%	68%
Female	59%	44%	77%	51%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	26%	14%	0%	0%
Asian				
Filipino				
Hispanic or Latino	54%	37%	82%	42%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	59%	50%	82%	71%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	50%	42%	80%	51%
English Learners				
Students with Disabilities	7%	8%	31%	24%
Students Receiving Migrant Education Services				

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11

English-Language Arts	44%	48%	72%	38%	39%	65%	52%	54%	59%
Mathematics	56%	61%	72%	44%	46%	67%	53%	54%	56%

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	35%	29%	35%	33%	46%	21%
All Students at the School	28%	33%	40%	28%	53%	19%
Male	30%	37%	33%	26%	52%	22%
Female	25%	25%	50%	31%	56%	12%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	0%	0%	0%	0%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	21%	34%	45%	28%	55%	17%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	32%	27%	41%	43%	38%	19%
English Learners	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

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.

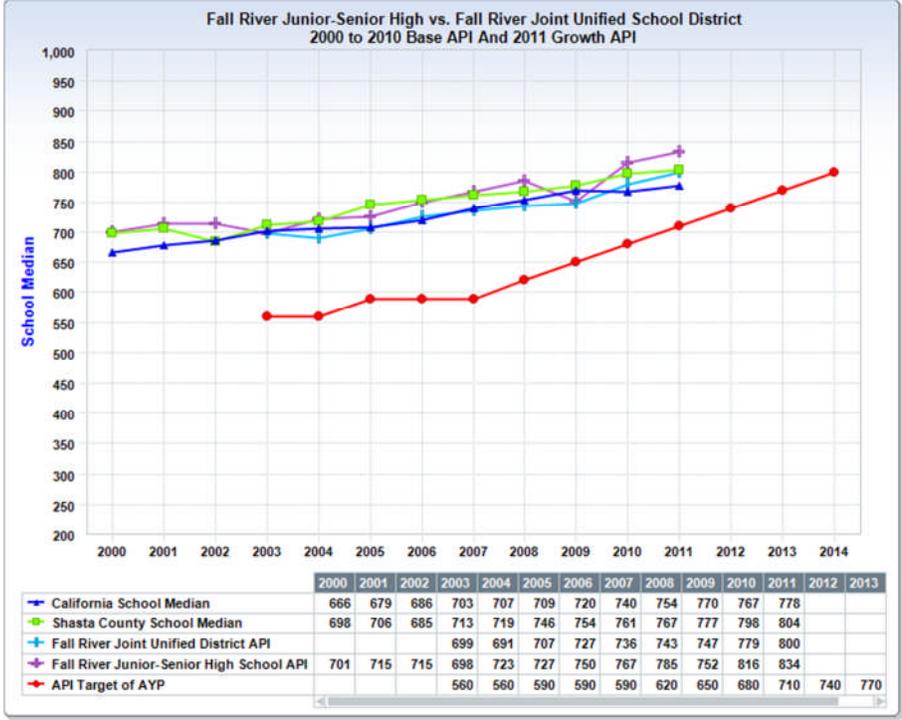
California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.8	26.7	45.0

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.

X. Accountability



Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

SchoolCharts is brought to you by SchoolCity Inc and hosted by Santa Clara County Office of Education.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that

the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	8	7	8
Similar Schools	9	5	10

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-30	65	18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			

Native Hawaiian or Pacific Islander			
White	-17	50	13
Two or More Races	N/D		
Socioeconomically Disadvantaged	-63	114	
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	185	834	757	800	4,683,676	778
Black or African American	1		5		317,856	696
American Indian or Alaska Native	13	777	72	728	33,774	733
Asian	0		3		398,869	898
Filipino	0		2		123,245	859
Hispanic or Latino	48	813	142	798	2,406,749	729
Native Hawaiian or Pacific Islander	2		3		26,953	764
White	111	853	507	808	1,258,831	845
Two or More Races	4		14	819	76,766	836
Socioeconomically Disadvantaged	98		399	775	2,731,843	726
English Learners	0		1		1,521,844	707
Students with Disabilities	26	633	107	651	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	Yes
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		9.1%

Note: Cells shaded do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high

schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.0	0.6	0.0	2.1	2.8	4.4	4.9	5.7	4.6
Graduation Rate			97.67	88.99	85.26	88.79	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	42/38 90%	95/78 82%	N/D
Black or African American			N/D
American Indian or Alaska Native	3	12	N/D
Asian			N/D
Filipino			N/D
Hispanic or Latino	8	18	N/D
Native Hawaiian or Pacific Islander			N/D
White	27	50	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	15	37	N/D
English Learners	1	3	N/D
Students with Disabilities	5	8	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010–11)

Fall River Jr. Sr. High 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.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation

Number of pupils participating in CTE	68
Percent of pupils completing a CTE program and earning a high school diploma	30
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	31%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	9.5%

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		
English	1	
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science	1	
All courses		

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 to enable teachers to share effective strategies with their peers to improve instructional practices. FRHS meets with BHS to collaborate throughout the year regarding pacing guides, benchmark assessments, and best practices.