

# School Accountability Report Card

## Reported for School Year 2009-2010 Published During 2010-2011

Since November 1988, state law has required all public schools to prepare and distribute annually a School Accountability Report Card (SARC). The SARC, contains information about the condition and performance of each California public school. More information about the requirements for the SARC is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

### DATA AND ACCESS

#### **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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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 2010-2011)**

School		District	
School Name	Fall River Elementary	District Name	Fall River Joint Unified
Street	24977 Curve St.	Phone Number	530-335-4538
City, State, Zip	Fall River Mills, CA 96028	Web Site	<a href="http://www.shastalink.k12.ca.us/frjUSD">www.shastalink.k12.ca.us/frjUSD</a>
Phone Number	530-336-5551	Superintendent	Larry Snelling
Principal	Christine Knoch	E-mail Address	<a href="mailto:lsnelling@shastalink.k12.ca.us">lsnelling@shastalink.k12.ca.us</a>
E-mail Address	<a href="mailto:cknoch@shastalink.k12.ca.us">cknoch@shastalink.k12.ca.us</a>	CDS Code	45- 69989- 6050280

#### **School Description and Mission Statement**

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, multi-use 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 community of learners in which the dignity of children, teachers, support staff and families is respected.
- Fall River Elementary is dedicated to excellence in education by combining high standards, high character and the development of each student to reach his or her greatest potential.
- Fall River Elementary provides an environment in which children can develop curiosity, express creativity, learn the value of hard work, develop character and experience the joy of learning.

- Our Faculty encourages all students to strive for intellectual and physical growth, to learn mutual respect and develop self-esteem, so that they can become contributing members of society.
- We believe that it is the responsibility of all parents to take an active role in the education of their children. We encourage parents to participate in their children’s education by taking an interest in what their children are learning and contributing time and energy to advance our school as a whole.
- Fall River Elementary is committed to appreciating the similarities and differences in all of our students so that all students receive the best possible education.

**Mission Statement**

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

- Generate greater parent and community participation.
- Provide teachers with academically balanced classes.
- Increase the use of technology and participate in a broad-based curriculum.
- Develop students of strong character.
- Reduce class size at all grade levels.
- Reduce or eliminate combination classes.

By taking these steps we will greatly improve our students’ educational opportunities and provide them with the opportunity to experience the joy of learning.

**Opportunities for Parental Involvement**

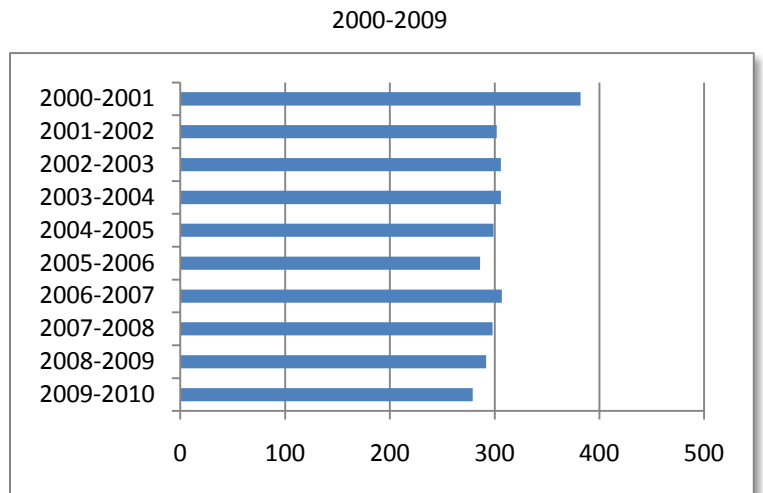
We are committed to communicating with and engaging parents as partners in their children’s education. We believe that parents play a very important role through their active participation and involvement in School Site Council, PTA, Advisory Committees, various events, and as classroom volunteers.

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

**Student Enrollment**

**By Grade Level (School Year 2009-2010)**

Grade Level	Number of Students
Kindergarten	38
Grade 1	33
Grade 2	45
Grade 3	38
Grade 4	44
Grade 5	34
Grade 6	47
Total Enrollment	279



**Student Enrollment by Group (School Year 2009-2010)**

	Fall River Elementary	Fall River Joint Unified	Shasta County	State
Hispanic or Latino of Any Race	79	231	3162	3118,404
American Indian or Alaska Native, Not Hispanic	25	123	1482	44,915
Asian, Not Hispanic		4	876	526,866
Pacific Islander, Not Hispanic		5	104	37,012
Filipino, Not Hispanic		3	116	156,433

<b>African American, Not Hispanic</b>	3	5	481	424,327
<b>White, not Hispanic</b>	166	765	20,623	1,673,278
<b>Two or More Races, Not Hispanic</b>	6	23	770	96,785
<b>Not Reported</b>		23	139	112,405
<b>Total</b>	279	1,182	27,753	6,190,425

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

Grade Level	2007-2008			2008-2009			2009-2010					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.0	3			17.7	3			13	3		
1	17.5	2			18.0	2			16	2		
2	16.5	2			17.0	2			22.5	2		
3	16.5	2			18.5	2			18.5	2		
4	20.0	1	1		27.0		1		29.3	1.5		
5	27.0		1		29.0		1		34			1
6	27.0		1		28.0		1		31		1	

## **SCHOOL CLIMATE**

### **School Safety Plan**

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.

### **Suspensions and Expulsions**

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010
Suspensions	3.0	4.5	8.6	10.6	18.0	20.9
Expulsions	0	0	0	0.2	0.5	0.42

## **SCHOOL FACILITIES**

### **School Facility Conditions and Planned Improvements**

The district takes great efforts to ensure that all schools are clean, safe, and functional. This school has 20 classrooms and was originally opened in 1932.

During the 2004-2005 school year, a local bond measure (Measure J) was passed by the community authorizing 4.4 million, which will be combined with 6.6 million from the state for modernization. The money was used to replace the roof on the main building (along

with extreme hardship funding), upgrade fire alarm, intercom and bell systems, upgrade electrical service, and renovate restrooms and the heating/cooling system in the main building.

### School Facility Good Repair Status (School Year 2010-2011)

This table displays the results of the most recently completed school site inspection to determine the school facility’s good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	E	G	F	P	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			X		
<b>Interior:</b> Interior Surfaces				X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			
<b>Electrical:</b> Electrical				X	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				X	
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs				X	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				X	
<b>Repair Status: Exemplary, Good, Fair, Poor</b>					

	Exemplary	Good	Fair	Poor
Overall Rating				X

## TEACHERS

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2007-2008	2008-2009	2009-2010	
With Full Credential	18	17	16	77
Without Full Credential				
Teaching Outside Subject Area of Competence	0	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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2008-2009	2009-2010	2010-2011
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## ***Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-2010)***

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the [CDE Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0.0
All Schools in District	83%	17%
High-Poverty Schools in District		
Low-Poverty Schools in District		

## **SUPPORT STAFF**

### ***Academic Counselors and Other Support Staff***

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Psychologist	1 FTE District wide	N/A
Social Worker		N/A
Nurse	.66 FTE District wide	N/A
Speech/Language/Hearing Specialist	1.66 FTE District wide	N/A
Resource Specialist (non-teaching)		N/A
Other		

## **CURRICULUM AND INSTRUCTIONAL MATERIALS**

### ***Quality, Currency, Availability of Textbooks and Instructional Materials***

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	2010 Adoption <ul style="list-style-type: none"> <li>• Macmillan/McGraw Hill/California Treasures for grades K-6</li> <li>• Holt, Rinehart and Winston/Holt Literature and Language Arts for grades 7-8</li> <li>• Holt Rinehart and Winston/Holt Literature for grades 9-</li> </ul>	0

	12	
Mathematics	2008 Adoption <ul style="list-style-type: none"> <li>Pearson Scott Foresman/ enVision Math California for grades K-6</li> </ul>	0
Science	2007 adoption <ul style="list-style-type: none"> <li>Houghton Mifflin California Science, 2007 Gr K-6</li> <li>Pearson Prentice Hall California Science Explorer, Focus on Earth, Life and Physical Science, 2008 Gr 6-8</li> </ul>	0
History-Social Science	2005 adoption <ul style="list-style-type: none"> <li>Houghton Mifflin Social Science , 2007 Gr K - 6</li> <li>Pearson Prentice Hall Social Studies, 2006 Gr 6-8</li> </ul>	0

## SCHOOL FINANCES

### ***Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-2009)***

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

<b>CURRENT EXPENSE OF EDUCATION PER ADA (Per Education Code Section 41372)</b>				
<b>Fall River Joint Unified, 2008-09 <a href="http://www.ed-data.k12.ca.us">http://www.ed-data.k12.ca.us</a></b>				
By law, the "current expense of education" must be <a href="#">calculated</a> annually for every district; it is a measure of the cost of direct educational services to students. This figure is then matched with average daily attendance (ADA) for the district to arrive at expenditure per pupil figure. Current expense figure excludes food services, facilities acquisition and construction, and certain other expenditures; the current expense per ADA amount is lower than the total expenditure per ADA shown in the table above.				
<b>Fall River Joint Unified School District</b>			<b>Statewide Average All Unified School Districts</b>	<b>Statewide Average All Districts</b>
<b>Total Dollars</b>	<b>Average Daily Attendance</b>	<b>\$ / Student (ADA)</b>	<b>\$ / Student (ADA)</b>	<b>\$ / Student (ADA)</b>
\$12,191,178	1,095	\$11,137	\$8,825	\$8,736

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental / Restricted)</b>	<b>Expenditures Per Pupil (Basic / Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6311.8/4	\$1607.70	\$4704.14	\$51,773.00
District	N/A	N/A	\$6713.78	\$51,22.32
Percent Difference – School Site and District	N/A	N/A	-42%	1%
State	N/A	N/A	\$5681	\$66,642
Percent Difference – School Site and State	N/A	N/A	-20%	-28%

## Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The following programs and supplemental services that are available at the school and funded through either categorical or other sources:

- Title I, Part A (Basic Grant)
- Title II, Parts A & D (Teacher Quality & Technology)
- Title IV (Safe and Drug Free Schools and Communities)
- Title V (Innovative Programs)
- Title VII Indian Education
- Johnson O'Malley Indian Education
- School Improvement Program (SIP)
- Economic Impact Aid (EIA)
- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement
- Federal, Drug/Alcohol/Tobacco Funds

## Teacher and Administrative Salaries (Fiscal Year 2008-2009)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

### Teacher Salary Schedule - Annual Salary Fall River Joint Unified, 2008-09

	District	Statewide Average for Unified School Districts
<b>Lowest Offered</b>	\$36,025	\$40,322
<b>BA + 60 (Step 10) Offered</b>	\$49,753	\$62,602
<b>Highest Offered</b>	\$67,395	\$80,902
<b>Average Paid</b>	\$50,919	\$66,642

These amounts do not include salaries for extended year, bonuses for special accomplishments, or payment for extra-curricular services such as coaching, drama or music.

The average salary data are based on salaries actually paid to administrators.

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$90,264	\$86,327
Average Principal Salary (High)	\$89,177	\$94,411
Superintendent Salary	\$121,955	\$116,768
Percent of Budget for Teacher Salaries	33%	
Percent of Budget for Administrative Salaries	5%	

## STUDENT PERFORMANCE

### **Standardized Testing and Reporting Program**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for 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 CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site.

**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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.**

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	47	52	62.4	41	45	48.7	46	50	52.3
Mathematics	55	62	68.3	39	42	48.7	43	46	48.1
Science	35	70	50	47	57	56.2	46	50	53.6
History-Social Science				27	41	47.9	36	41	44.4

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
American Indian or Alaska Native	36	44		
Hispanic or Latino	44	60		
White (not Hispanic)	54	58	57	
Male	52	65	62	
Female	48	50	48	
Economically Disadvantaged	45	50	50	
English Learners	50	58		
Students with Disabilities	29	46		
Students Receiving Migrant Education Services	45	55		



## California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

			Below		Within		Exceeds		
		Grade	Count	Percent	Count	Percent	Count	Percent	Total
<b>Fall River Elementary</b>									
Abdominal Strength	Curl-Ups	05	4	11.4%	10	28.6%	21	60.0%	35
Aerobic Capacity	20m PACER	05	14	43.8%	18	56.3%	0	0.0%	32
	One Mile Run	05	10	34.5%	19	65.5%	0	0.0%	29
Body Composition	Body Mass Index	05	5	15.2%	27	81.8%	1	3.0%	33
Flexibility	Back-Saver Sit && Reach (Left)	05	6	20.0%	3	10.0%	21	70.0%	30
	Back-Saver Sit && Reach (Right)	05	7	23.3%	5	16.7%	18	60.0%	30
	Shoulder Stretch (Left)	05	9	25.7%	26	74.3%	0	0.0%	35
	Shoulder Stretch (Right)	05	5	14.3%	30	85.7%	0	0.0%	35
Trunk Strength	Trunk-Lifts	05	0	0.0%	35	100.0%	0	0.0%	35
Upper Body Strength	Flexed-Arm Hang	05	7	22.6%	3	9.7%	21	67.7%	31
	Push-Ups	05	7	23.3%	14	46.7%	9	30.0%	30

## ACCOUNTABILITY

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

### 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 one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten 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 one 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	7	6	6
Similar Schools	9	10	8

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	-2	11	39
Hispanic or Latino			47
White (not Hispanic)	3	14	30

Socioeconomically Disadvantaged	-33	28	55
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### Academic Performance Index Growth by Student Group – 2010 Growth API

This table displays, by student group, the 2010 Growth API at the school, LEA, and State Level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	844	780	767
Hispanic or Latino	780	754	715
White (not Hispanic)	873	802	838
Socioeconomically Disadvantaged	812	749	712
Students with Disabilities		627	580

### Adequate Yearly Progress

The federal NCLB Act 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)

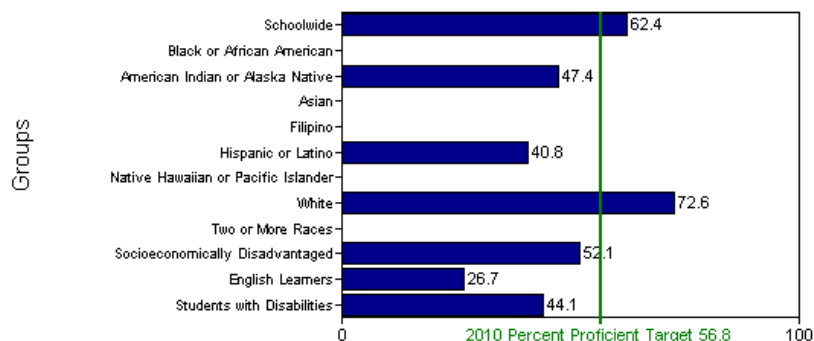
Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

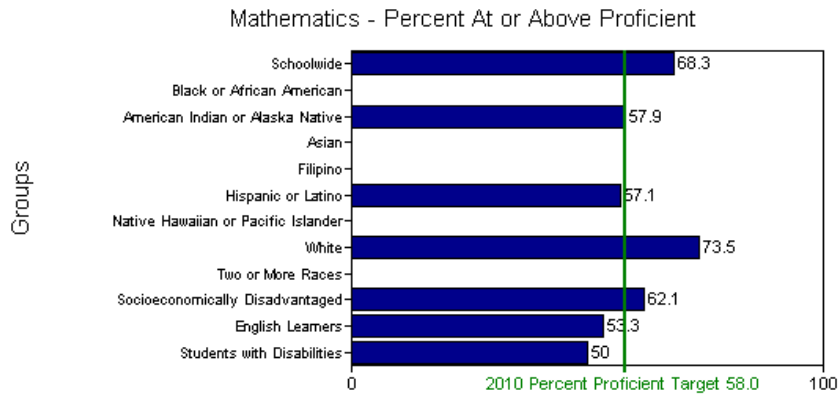
### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

English-Language Arts - Percent At or Above Proficient





### ***Federal Intervention Program (School Year 2010-11)***

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. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

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		
Percent of Schools Currently in Program Improvement		

## **SCHOOL COMPLETION AND POSTSECONDARY PREPARATION**

***THIS SECTION DOES NOT APPLY TO THIS SCHOOL.***

## **INSTRUCTIONAL PLANNING AND SCHEDULING**

### ***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.