

# Fall River Junior-Senior High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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/fg/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 at <http://dq.cde.ca.gov/dataquest/> 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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Fall River Junior-Senior High School
<b>Street</b>	44215 Walnut St
<b>City, State, Zip</b>	PO Box 340 McArthur, CA 96056
<b>Phone Number</b>	530-336-5515
<b>Principal</b>	Kelly Freeland Sloat
<b>E-mail Address</b>	jutterback@frjUSD.org
<b>Web Site</b>	<a href="http://www.frjUSD.org">http://www.frjUSD.org</a>
<b>CDS Code</b>	45699894533600

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

### School Description and Mission Statement (School Year 2018-19)

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.

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 7	49
Grade 8	36
Grade 9	40
Grade 10	47
Grade 11	41
Grade 12	30
<b>Total Enrollment</b>	<b>243</b>

### Student Enrollment by Group (School Year 2017-18)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.0
American Indian or Alaska Native	4.9
Asian	0.0
Filipino	0.0
Hispanic or Latino	27.6
Native Hawaiian or Pacific Islander	0.0
White	60.5
Socioeconomically Disadvantaged	45.3
English Learners	4.5
Students with Disabilities	14.4
Foster Youth	0.4

## 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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	15	15	15	68
Without Full Credential	0	1	2	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2019

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2010 Adoption Holt, Rinehart and Winston Holt Literature and Language Arts for Grades 7-12	Yes	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	Yes	0
Science	2007 Adoption Prentice Hall-Physics, Physical Science, Chemistry Glencoe-Biology & Adv Biology Holt-Earth Science Glencoe McGraw Hill: CA Series Grades 7-8 - Physical Science, Life Science	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	2018 Adoption McGraw Hill IMPACT US History and Geography (7-12)	Yes	0
Foreign Language	2004 Adoption Prentice Hall Realidades (9-12) McDougal Little Abriendo Puertas	Yes	0
Health	Glencoe McGraw Hill 2004 Health (9th Gr)	Yes	0
Visual and Performing Arts	Davis 2007-Discovering Art History (9-12)		

#### School Facility Conditions and Planned Improvements (Most Recent Year)

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.

#### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2018	
Overall Rating	Exemplary

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	68.0	63.0	43.0	38.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	55.0	65.0	31.0	35.0	37.0	38.0

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.

Note: ELA and 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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	120	114	95.00	63.16
Male	57	55	96.49	58.18
Female	63	59	93.65	67.80
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	33	33	100.00	45.45
White	78	73	93.59	71.23
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	55	98.21	43.64
English Learners	14	14	100.00	21.43
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	120	114	95	64.91
Male	57	55	96.49	61.82
Female	63	59	93.65	67.8
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	33	33	100	42.42
White	78	73	93.59	76.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	55	98.21	41.82
English Learners	14	14	100	28.57
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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.

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**Career Technical Education Programs (School Year 2017-18)**

Fall River Junior-Senior High School (FRHS) offers 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. Students enrolled in CTE courses are able to be guided through various programs with guidance from advisory board members involved in local industries such as ranching & farming, agricultural career leaders, and veterinary medicine. The Advisory Committee is led by an appointed president, Ken Hutchings, retired Agriculture Teacher.

**Career Technical Education Participation (School Year 2017-18)**

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	123
<b>% of pupils completing a CTE program and earning a high school diploma</b>	55%
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	.09%

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

UC/CSU Course Measure	Percent
<b>2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	69.1
<b>2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	29.6

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>7</b>	13.6	22.7	43.2
<b>9</b>	14.3	22.9	40.0

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.

## 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 school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

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

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	2.8	5.7	0.0	14.8	14.6	8.1	10.7	9.7	9.1
<b>Graduation Rate</b>	97.2	91.4	96.4	82.7	80.9	86.0	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

#### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	93.1	100.0	88.7
<b>Black or African American</b>	0.0	0.0	82.2
<b>American Indian or Alaska Native</b>	100.0	100.0	82.8
<b>Asian</b>	0.0	100.0	94.9
<b>Filipino</b>	0.0	0.0	93.5
<b>Hispanic or Latino</b>	100.0	100.0	86.5
<b>Native Hawaiian/Pacific Islander</b>	0.0	0.0	88.6
<b>White</b>	88.2	100.0	92.1
<b>Two or More Races</b>	100.0	100.0	91.2
<b>Socioeconomically Disadvantaged</b>	84.6	100.0	88.6
<b>English Learners</b>	0.0	0.0	56.7
<b>Students with Disabilities</b>	75.0	100.0	67.1
<b>Foster Youth</b>	0.0	0.0	74.1



## 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	6.3	0.0	7.1	8.0	0.0	7.2	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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 In addition, at the beginning of the 2018-2019 school year, all District employees participated in the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Basic Training Certification with a "live" drill following. ALICE teaches how students and staff can most effectively respond to an Active Shooter situation. 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.

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

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	12.0	20	3		14.0	19	1		13.0	19	3	
<b>Mathematics</b>	16.0	14	3		15.0	15	2		16.0	15	4	
<b>Science</b>	18.0	9	3		17.0	10	2		18.0	8	5	
<b>Social Science</b>	13.0	13	4		15.0	11	2		16.0	10	4	

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.11	N/A
Social Worker	0	N/A
Nurse	.11	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other	1	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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9413.0	\$981.0	\$8432.0	\$60599.0
District	N/A	N/A	\$9190.0	\$58,130
Percent Difference: School Site and District	N/A	N/A	-8.6	4.2
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	16.8	-4.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

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

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,979	\$42,990
Mid-Range Teacher Salary	\$69,989	\$61,614
Highest Teacher Salary	\$78,481	\$85,083
Average Principal Salary (Elementary)	\$100,116	\$100,802
Average Principal Salary (Middle)	\$0	\$105,404
Average Principal Salary (High)	\$110,923	\$106,243
Superintendent Salary	\$161,478	\$132,653
Percent of Budget for Teacher Salaries	31.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

**Advanced Placement (AP) Courses (School Year 2017-18)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
<b>All courses</b>	<b>3</b>	<b>14.4</b>

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

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, with added training on meeting the needs of the "whole student." Student equity is also emphasized. 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.