

# Fall River Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Fall River Elementary School
Street	24977 Curve Street
City, State, Zip	Fall River Mills, CA 96028
Phone Number	530-336-5551
Principal	Christine Knoch
Email Address	cknoch@frjUSD.org
Website	<a href="http://www.frjUSD.org">http://www.frjUSD.org</a>
County-District-School (CDS) Code	45699896050272

Entity	Contact Information
<b>District Name</b>	Fall River Joint Unified School District
<b>Phone Number</b>	(530) 335-4538
<b>Superintendent</b>	Merrill M. Grant, Ed.D.
<b>Email Address</b>	mgrant@frjUSD.org
<b>Website</b>	<a href="http://www.frjUSD.org">http://www.frjUSD.org</a>

## School Description and Mission Statement (School Year 2019-20)

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.

## Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	57
<b>Grade 1</b>	39
<b>Grade 2</b>	33
<b>Grade 3</b>	41
<b>Grade 4</b>	33
<b>Grade 5</b>	46
<b>Grade 6</b>	50
<b>Grade 7</b>	1
<b>Total Enrollment</b>	300

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	2.7
Hispanic or Latino	39
Native Hawaiian or Pacific Islander	0.3
White	52
Two or More Races	5.7
Socioeconomically Disadvantaged	59.7
English Learners	18
Students with Disabilities	11.7
Foster Youth	0.3
Homeless	1

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	14	16	17	65
Without Full Credential	1	1	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2018 Adoption K-6 National Geographic Learning (REACH), Cengage Learning (2017)	Yes	0
<b>Mathematics</b>	2014 Adoption K-6 CA Math Expressions Common Core,Houghton Mifflin Harcourt (2015)	Yes	0
<b>Science</b>	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
<b>History-Social Science</b>	2018 Adoption K-6 Online Studies Weekly	Yes	0
<b>Health</b>	TK-6 Second Step, Community for Children 3-6 Life Skills Training-Promoting Health and Personal Development (1998-1999)		0

## 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 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. 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

**Year and month of the most recent FIT report:** October 2019

System Inspected	Rating	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	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Restrooms are in need of remodeling
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Ramps to some classrooms need to be treated for rust and painted.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Repair cracks in playground asphalt. Pave main parking area.
<b>Overall Rating</b>	Good	

## 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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	38	42	38	38	50	50
Mathematics (grades 3-8 and 11)	36	36	35	38	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	172	168	97.67	2.33	41.67
Male	97	94	96.91	3.09	32.98
Female	75	74	98.67	1.33	52.70
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	65	64	98.46	1.54	29.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	96	94	97.92	2.08	50.00
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	103	102	99.03	0.97	28.43
<b>English Learners</b>	39	39	100.00	0.00	25.64
<b>Students with Disabilities</b>	35	35	100.00	0.00	28.57
<b>Students Receiving Migrant Education Services</b>	18	18	100.00	0.00	33.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	172	168	97.67	2.33	35.71
<b>Male</b>	97	94	96.91	3.09	32.98
<b>Female</b>	75	74	98.67	1.33	39.19
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	65	64	98.46	1.54	29.69
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>White</b>	96	94	97.92	2.08	41.49
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	103	102	99.03	0.97	29.41
<b>English Learners</b>	39	39	100.00	0.00	30.77
<b>Students with Disabilities</b>	35	35	100.00	0.00	25.71
<b>Students Receiving Migrant Education Services</b>	18	18	100.00	0.00	38.89
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.1	30.8	17.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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.



## 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.0	3.3	2.0	0.0	7.2	5.9	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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. 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. The plan is reviewed annually at the start of school in order to ensure that newstaff is familiar with all details.

## 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.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
<b>K</b>	17	2	1		15	3			18	1	2	
<b>1</b>	20	1	1		18	2			19	2		
<b>2</b>	24		1		21	1	1		16	2		
<b>3</b>	23		2		24		1		24		1	
<b>4</b>	24		2		22	7	9		17	8	10	
<b>5</b>	28		1		29	2	6	2	30	1	7	2
<b>6</b>	24	1	2		26	5	11	3	21	11	13	3
<b>Other**</b>					8	1			9	1		

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,404.00	\$715.00	\$5,689.00	\$65,306.00
District	N/A	N/A	\$9,761.00	\$61,584.00
Percent Difference - School Site and District	N/A	N/A	-52.7	5.9
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	-27.5	0.9

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 2018-19)

- 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,288	\$43,574
Mid-Range Teacher Salary	\$61,124	\$63,243
Highest Teacher Salary	\$82,797	\$86,896
Average Principal Salary (Elementary)	\$106,964	\$103,506
Average Principal Salary (Middle)	\$0	\$108,961
Average Principal Salary (High)	\$118,029	\$108,954
Superintendent Salary	\$175,198	\$136,125
Percent of Budget for Teacher Salaries	31%	30%
Percent of Budget for Administrative Salaries	7%	6%

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

### 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. 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.