Fall River Jr. Sr. High School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the 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 website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Fall River Jr. Sr. High School
Street	PO Box 340
City, State, Zip	McArthur
Phone Number	(530) 336-5515
Principal	Elizabeth Guerrero
Email Address	eguerrero@frjusd.org
School Website	frjusd.org
Grade Span	7-12
County-District-School (CDS) Code	45699894533600

2025-26 District Contact Information

District Name	Fall River Joint Unified School District (FRJUSD)
Phone Number	(530) 335-4538
Superintendent	Morgan Nugent
Email Address	mnugent@frjusd.org
District Website	http://www.frjusd.org

2025-26 School Description and Mission Statement

Fall River Junior-Senior High School (FRHS) is a six-year comprehensive junior-senior high school (grades 7 - 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 1,200 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, medical agencies, 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.

The Vision (Our Goal) of Fall River Junior Senior High School is to provide a challenging and inclusive education that gives our

2025-26 School Description and Mission Statement

students the tools and knowledge they need to be prepared, self-assured, and inspired to pursue their dreams in a complex and changing world.

Our Mission (Our Purpose) is for our staff and community to collaborate in a challenging educational program that will require critical thinking, creativity, citizenship, and communication to prepare all students for any post-secondary option.

Upon graduation, students at Fall River High School will have developed into:
1. Effective Communicators who have the ability to clearly and persuasively synthesize and convey ideas in written and oral form in conversations, interviews, phone calls, and presentations, and have the social awareness skills to make a positive personal impression so their ideas will be well received,
2. Critical Thinkers and Problem Solvers who will have the ability to make informed decisions and take appropriate action,
3. Collaborating Team Members who are present and work effectively amongst diverse groups while maintaining high standards of character and citizenship, and
4. Creators and Innovators who have the ability to visualize possibility and implement action to improve society.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	41
Grade 8	34
Grade 9	32
Grade 10	40
Grade 11	39
Grade 12	40
Total Enrollment	226

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
American Indian or Alaska Native	3.1
Filipino	0.9
Hispanic or Latino	35.8
Two or More Races	2.7
White	57.1
English Learners	8.4
Foster Youth	0.4
Migrant	2.7
Socioeconomically Disadvantaged	43.4
Students with Disabilities	15.5

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11	71.45	53.9	82.23	234405.2	84
Intern Credential Holders Properly Assigned	0.7	5	0.7	1.17	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.3	15.44	4.4	6.81	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	1.23	0.8	1.3	11953.1	4.28
Unknown/Incomplete/NA	1	6.68	5.5	8.46	15831.9	5.67
Total Teaching Positions	15.4	100	65.6	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.9	57.71	51.6	80.48	231142.4	83.24
Intern Credential Holders Properly Assigned	1	7.28	1	1.56	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	14.85	4.5	7.05	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0.36	1.3	2.12	11746.9	4.23
Unknown/Incomplete/NA	2.7	19.65	5.6	8.76	14303.8	5.15
Total Teaching Positions	13.7	100	64.1	100	277698	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.7	51.12	51.7	75.16	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.6	24.24	8.1	11.88	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.9	6.27	2.5	3.68	12112.8	4.34
Unknown/Incomplete/NA	2.7	18.3	6.3	9.29	13705.8	4.91
Total Teaching Positions	15.1	100	68.7	100	278927.1	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.10	1.4	2.6
Misassignments	1.20	0.5	0.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.30	2	3.6

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.8
Local Assignment Options	0.10	0	0
Total Out-of-Field Teachers	0.10	0	0.9

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.6	9.3	4.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.1	2.2	2.4

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2010 Adoption Holt, Rinehart and Winston Holt Literature and Language Arts for Grades 7-12	0
Mathematics	2014 Adoption CPM Educational Programs Core Connections, Courses 2 and 3 (Grades 7 and 8) 2014 Adoption CPM Educational Programs Core Connections Integrated 1,2 & 3 (Grades 9-12) Precalculus with Trigonometry	0
Science	Glencoe Physical Science 2011 Wiley Anatomy and Chemistry and Advanced Chemistry 2013 Stemscopes (online curriculum) 8th grade Integrated Science 2020 Biology-Glencoe 2012 Stemscopes (online curriculum) 7th grade Integrated Science 2020	0
History-Social Science	2018 Adoption McGraw Hill IMPACT US History and Geography (7-12)	0
Foreign Language	2004 Adoption Prentice Hall Realidades (9-12) McDougal Little Abriendo Puertas	0
Health	Glencoe McGraw Hill 2004 Health (9th Gr)	0

Visual and Performing Arts	Davis 2007-Discovering Art History (9-12)	
Science Laboratory Equipment (grades 9-12)	Anatomy Lab Equipment, Biology Lab Equipment, Chemistry Lab Equipment	0

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

School Facility Conditions and Planned Improvements

The district ensures that all schools are clean, safe, and functional. Maintenance staff utilizes the California Department of Education's Facility Inspection Tool (FIT). The F.I.T. has been developed by the Office of Public School Construction to monitor the condition of the facilities and determine if a school facility is in “good repair” as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based on a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed. The results of this survey are available at the district office.

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.

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.

Year and month of the most recent FIT report	December 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Locker room floors need to be refinished. Hall carpet is getting worn
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	
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			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	43	41	35	40	47	48
Mathematics (grades 3-8 and 11)	30	22	24	30	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	115	114	99.13	0.87	41.23
Female	54	53	98.15	1.85	54.72
Male	61	61	100.00	0.00	29.51
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	39	38	97.44	2.56	36.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	66	66	100.00	0.00	43.94
English Learners	13	13	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	36	100.00	0.00	41.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	20	100.00	0.00	10.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	115	114	99.13	0.87	21.93
Female	54	53	98.15	1.85	20.75
Male	61	61	100.00	0.00	22.95
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	39	38	97.44	2.56	23.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	66	66	100.00	0.00	21.21
English Learners	13	13	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	36	100.00	0.00	30.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	20	100.00	0.00	5.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	13.33	16.88	16.94	24.88	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	95	90	94.74	5.26	15.56
Female	46	45	97.83	2.17	20.00
Male	49	45	91.84	8.16	11.11
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	34	31	91.18	8.82	22.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	57	55	96.49	3.51	10.91
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	31	96.88	3.12	16.13
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	18	100.00	0.00	11.11

2024-25 Career Technical Education Programs

Fall River High School (FRHS) offers vocational classes and career exploration activities to help students prepare for the workforce. Students also have opportunities through the school counselor on campus to take career assessments and explore different careers. Fall River High School is part of the Reach Higher Counseling Initiative in which Shasta County's high school counselors developed a common counseling curriculum that is delivered in our classrooms. Students notice the presence of our school counselor teaching lessons around academic, college/career, and social/emotional development. The curricular standards focus on students being college and career ready and our teachers and programs are in line with this goal. Students enrolled in CTE courses are tracked and supported with the end goal of completion of at least one CTE pathway. The school site also sends students into the community to participate in local internships at the hospital and local schools. Our school site has an advanced welding course that is dually enrolled with Shasta College and works closely with the Shasta College CTE advisory committee.

Students at FRHS become CTE Completers in the following pathways:

Agricultural Mechanics (Ag mech I, II, III, and advanced Ag mech)
Agriculture Science (Ag Science I, II and Advanced Ag Science.
Wood Working (Wood I, II, III and Advanced wood)
Floral Design (Floral I, II, and Advanced floral)

2024-25 Career Technical Education Programs

We also work with our local community college, Shasta College, for Dual Enrollment opportunities in welding and metal fabrication.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	124
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	12.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99.34
Graduates Who Completed All Courses Required for UC/CSU Admission	39.47

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	0	0	0	0
Grade 7	76.9	52.3	97.7	63.6	85.9
Grade 9	100	77.8	96.3	81.5	100

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

We are committed to communicating with and engaging families as partners in their children’s education. We believe that parents/families are our partners and teammates in the education of our students; through their active participation and involvement in the School Site Council, athletics, Boosters Club, Advisory Committees, student study teams, cultural events, student and family nights, classroom volunteers, and as Senior Project oral board judges, and mentors. We have an updated school website that includes the daily bulletin, athletic schedules, social media platforms, and the Aeries student and parent portal (which allows students and parents to access grades and attendance). Fall River High School is a gathering point and anchor for students, their parents/families, and the community. We encourage and welcome parent/family involvement. We hold meetings and communicate through email, letters home, personal phone calls, and the school's all-calls system. We have also emphasized communication with our Spanish-speaking parents through our bilingual office staff, social worker as well as the utilization of our Spanish teacher.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0	5.3	2.6	9.7	5.5	7.5	8.2	8.9	8
Graduation Rate	97.4	94.7	97.4	89.2	94.5	86	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	39	38	97.4
Female	23	23	100.0
Male	16	15	93.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	17	17	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	21	20	95.2
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	24	23	95.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	238	229	65	28.4
Female	115	109	31	28.4
Male	123	120	34	28.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	83	82	24	29.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	138	131	38	29.0
English Learners	19	19	4	21.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	109	105	43	41.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	41	37	11	29.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
23.08	15.75	15.13	12.28	8.74	9.91	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.16	0.08	0.08	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.13	0.00
Female	10.43	0.00
Male	19.51	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.25	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	15.22	0.00
English Learners	15.79	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	22.94	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	19.51	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

As of December, 2024 our safety plan was reviewed, updated and approved by our school board. It was shared with staff prior to the start of the 2022-2023 school year. Fall River High School 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 Shasta County Office of Education. Different safety components from this plan are discussed at staff meetings and district safety meetings. Since the 2018-2019 school year, all District employees have 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 Sheriff's Department conducts a school-wide assembly on the topic 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; inclusive of Valcom displays which have the capability of scrolling information in each classroom allowing the display of the type of emergency throughout the school. This is connected to our voice-over IP system which is capable of paging each classroom instantaneously. The school has new security cameras inside and outside of the building which are accessible in the administrative offices and via administration cell phones. Our District places a very high value on our students' safety.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	24	4	0
Mathematics	13	17	3	0
Science	13	14	3	0
Social Science	15	13	6	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	28	4	
Mathematics	8	24	2	
Science	13	13	3	
Social Science	11	21	2	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	21	1	
Mathematics	12	17	2	
Science	16	10	2	
Social Science	15	11	4	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	238

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,174.66	$1,890.18	$8,284.48	$62,115.00
District	N/A	N/A	$3,764.21	$74,235
Percent Difference - School Site and District	N/A	N/A	75.0	-10.3
State	N/A	N/A	$11,146	$86,335
Percent Difference - School Site and State	N/A	N/A	-26.1	-23.5

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,632	$54,773
Mid-Range Teacher Salary	$74,020	$78,981
Highest Teacher Salary	$100,132	$117,337
Average Principal Salary (Elementary)	$136,435	$128,425
Average Principal Salary (Middle)		$137,947
Average Principal Salary (High)	$143,742	$138,809
Superintendent Salary	$50,655	$176,162
Percent of Budget for Teacher Salaries	25.95%	24.71%
Percent of Budget for Administrative Salaries	4.37%	5.91%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	14.6

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	2
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	5

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, 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. This year learning loss, trauma, and social emotional learning were emphasized.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	