Fall River Elementary 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 Elementary School
Street	24977 Curve Street
City, State, Zip	Fall River Mills, CA 96028
Phone Number	530-336-5551
Principal	Christine "Chris" Knoch
Email Address	cknoch@frjusd.org
School Website	www.frjusd.org
Grade Span	K-6
County-District-School (CDS) Code	45699896050272

2025-26 District Contact Information

District Name	Fall River Joint Unified School District
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 Elementary serves students in Transitional Kindergarten through sixth grades. The school is located in eastern Shasta County in the town of Fall River Mills which is one of a few small towns which make up the Fall River Valley. Many of our students are bussed from outlying areas and some may be on the bus for up to two hours each way.

Fall River Elementary serves 291 students with 13 regular ed. teachers, 1 special ed. teacher, 1 FTE speech and language pathologist who travels to multiple school sites as well as 1 virtual part time speech and language pathologists, ELD coordinator shared with the rest of the district, 1 FTE ELD teacher who splits his time between FRE & FRHS, a 3.5 hour ELD para, a district psychologist shared with the rest of the district, an Indian Education para, and a behavior paraprofessional with

2025-26 School Description and Mission Statement

additional paras in both special ed. and regular ed.

We are supported by a very generous community through our local Burney-Fall River Education Foundation, PG & E, donations and partnerships with our local health care providers. The Fall River Valley Community Library provides internet access and Chromebooks with school based applications (programs) so students can access.

The original school building 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. We did some improvements using Measure J bond funding in 2004 - 2005. During the beginning of the 23/24 school year, our upper grade student bathrooms were gutted and remodeled. 24-25 we built the greenhouse and have replaced a large portion of our gas lines in 2024.

Fall River Elementary ethnicity is 51.6% White; 36% Hispanic; 2.5% Not reported, 3.6% Two or More Races; 0.4% Pacific Islander; and 5.8% Native America.

Our Free and Reduced lunch is 53.8%.

74.9% English only (EO); 4.7% Initial Fluent English Proficient (IFEP), 14.9% English Learners (EL); 2.9% Reclassified Fluent English Proficient (RFEP); 2.2% To be determined (TBD)

The entire staff is encouraging good attendance with reach out to families and positive incentives.

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. Providing them with the opportunity to experience the joy of learning.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	43
Grade 2	33
Grade 3	35
Grade 4	38
Grade 5	40
Grade 6	33
Total Enrollment	275

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8
Male	54.2
American Indian or Alaska Native	5.8
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	0.4
Two or More Races	3.6
White	51.6
English Learners	14.9
Migrant	4.4
Socioeconomically Disadvantaged	55.3
Students with Disabilities	11.6

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)	13.9	88.01	53.9	82.23	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.7	1.17	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	6.31	4.4	6.81	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.8	1.3	11953.1	4.28
Unknown/Incomplete/NA	0.9	5.68	5.5	8.46	15831.9	5.67
Total Teaching Positions	15.8	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)	14.7	93.67	51.6	80.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	1.56	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	2.09	4.5	7.05	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.3	2.12	11746.9	4.23
Unknown/Incomplete/NA	0.6	4.18	5.6	8.76	14303.8	5.15
Total Teaching Positions	15.7	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)	13.3	81.6	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)	1.9	12.21	8.1	11.88	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.5	3.68	12112.8	4.34
Unknown/Incomplete/NA	1	6.13	6.3	9.29	13705.8	4.91
Total Teaching Positions	16.3	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	0.00	0.1	1.9
Misassignments	1.00	0.1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0.3	1.9

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
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

Fall River Joint Unified School District
Adopted Textbooks
TK - 6th
Revised 9/2025

Grade	Textbooks/Supplemental Materials	Code	Publisher	Year Adopted
Fine Arts				
None				
Health				
TK-6	Second Step	K	Community for Children	
4-6	BOTVIN Life Skills	Lessons provided by Mayer's Memorial Hospital		
Physical Education				
K-6	SPARKS	TE	SPARKS PE	
Digital Citizenship				
TK - 6	Common Sense Media	C	Common Sense Media	
Language Arts and ELD				
K-6	Reach by National Geographic Learning	T	Cengage Learning	2017
K-6	Accelerated Reader	C	Renaissance Learning	
K-6	Step-Up to Writing	TE	Step-Up to Writing	
TK	Natalie Lynne	D	Natalie Lynne	
K	Tara West Handwriting	D	Tara West	
K	Living Letters	TE	Living Letters	
1-6	Handwriting without Tears	T	Learning w/o Tears	
TK-K	Zoo phonics	K	Zoo phonics	
K-1	UFLI Phonics	TE	University of Florida Literacy Institute	
1-6	Lexia	C	Lexia Learning	
2-6	IXL ELA	C	IXL Learning	
K-6	Lexia English	C	Lexia Learning	
K-2	Amira	C	Amira Learning	
2-4	SIPPS	TE	Collaborative Classroom	
2-6	Ignite	C	Ignite Reading	
1	EPIC!	C	EPIC!	
3-5	Read Works	C	Read Works	
MATH				
TK	Natalie Lynne	C	Natalie Lynne	
K-6	California Math Expressions Common Core	T	Houghton Mifflin Harcourt	2015
1-6	IXL Math	C	IXL Learning	

4-5	Khan Academy	C	Khan Academy	
1-6	Prodigy	C	Prodigy	
SOCIAL STUDIES				
TK	Natalie Lynne	C	Natalie Lynne	
K-6	Studies Weekly	T	Studies Weekly	2018
SCIENCE				
TK	Natalie Lynne	C	Natalie Lynne	
K-6	Elevate Science	T	Savvas Learning Company	2020
K-6	Mystery Science	C	Mystery Science	
Long Term Independent Study				
K-12	Edgenuity	D	Imagine Learning LLC	2025

Code:
K = Kits
D = Digital Textbook (All materials are accessible via Single Sign On and Google Drive with off line access)
T = Textbook (At school site)
TE = Teacher Edition (At school site)
C = Computer Program (At school site)

Year and month in which the data were collected	September 2025

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	K-6 Reach by National Geographic Learning T Cengage Learning 2017 K-6 Accelerated Reader C Renaissance Learning K-6 Step-Up to Writing TE Step-Up to Writing TK Natalie Lynne D Natalie Lynne K Tara West Handwriting D Tara West K Living Letters TE Living Letters 1-6 Handwriting without Tears T Learning w/o Tears TK-K Zoo phonics K Zoo phonics K-1 UFLI Phonics TE University of Florida Literacy Institute 1-6 Lexia C Lexia Learning 2-6 IXL ELA C IXL Learning K-6 Lexia English C Lexia Learning K-2 Amira C Amira Learning 2-4 SIPPS TE Collaborative Classroom 2-6 Ignite C Ignite Reading 1 EPIC! C EPIC!	0

	3-5 Read Works C Read Works	
Mathematics	TK Natalie Lynne C Natalie Lynne K-6 California Math Expressions Common Core T Houghton Mifflin Harcourt 2015 1-6 IXL Math C IXL Learning 4-5 Khan Academy C Khan Academy 1-6 Prodigy C Prodigy	0
Science	TK Natalie Lynne C Natalie Lynne K-6 Elevate Science T Savvas Learning Company 2020 K-6 Mystery Science C Mystery Science	0
History-Social Science	TK Natalie Lynne C Natalie Lynne K-6 Studies Weekly T Studies Weekly 2018	0
Foreign Language	N/A	
Health	TK-6 Second Step K Community for Children 4-6 BOTVIN Life Skills Lessons provided by Mayer's Memorial Hospital	0
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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 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
The original school building was built and opened 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. We did some improvements using Measure J bond funding in 2004 - 2005. It currently has 20 classrooms. A greenhouse was built in the summer of 2024, but still need water and electrical set up before it is usable. Upper grade bathrooms were gutted and remodeled in the 23/24 SY. New surface was installed on our kindergarten playground the summer of 2024.
There was a gas leak found in October of 2024 and many of our gas lines were replaced with above ground pipe.

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. Front of school building was painted within the last 5 years and the entrance was landscaped.
There was a gas leak discovered in the fall for 2024 and a large portion of our gas lines was replaced in December 2024.

School Facility Conditions and Planned Improvements

Cleaning Process and Schedule
The maintenance supervisor 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 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gas replaced started on December 16, 2024.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Light urine smell in the boys bathroom
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Continue with resurfacing of roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground needs to be resealed.

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)	41	49	35	40	47	48
Mathematics (grades 3-8 and 11)	25	35	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	148	145	97.97	2.03	48.97
Female	75	73	97.33	2.67	46.58
Male	73	72	98.63	1.37	51.39
American Indian or Alaska Native	13	13	100.00	0.00	38.46
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	59	57	96.61	3.39	49.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	67	67	100.00	0.00	47.76
English Learners	22	20	90.91	9.09	15.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	68	67	98.53	1.47	49.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	20	95.24	4.76	20.00

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	148	147	99.32	0.68	34.69
Female	75	74	98.67	1.33	33.78
Male	73	73	100.00	0.00	35.62
American Indian or Alaska Native	13	13	100.00	0.00	30.77
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	59	59	100.00	0.00	25.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	67	67	100.00	0.00	40.30
English Learners	22	22	100.00	0.00	4.55
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	68	68	100.00	0.00	32.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	20	95.24	4.76	10.00

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)	29.03	33.33	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	40	39	97.50	2.50	33.33
Female	20	19	95.00	5.00	21.05
Male	20	20	100.00	0.00	45.00
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	14	14	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	38.89
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	17	100.00	0.00	47.06
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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	100%	89.2%	94.6%	71.1%	97.4%
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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

Parents are invited to volunteer in the classroom following our volunteer guidelines.
Parents donate items such as: hand sanitizer, Kleenex, water bottles, and snacks.
Teachers hold parent conferences in October of each year to discuss their student's progress with parent.
All teachers utilize a school licensing of Remind to stay in contact regularly with parents.
Parents participate in the following ways; volunteers, Parent LCAPP meetings, School Site Council Meetings, ELPAC & DELAC parent meetings and PBIS meetings
We have an online dismissal program, PikMyKid, that parents have access to notify the office of their child's after school plans.
Each year in April we hold a Kindergarten RoundUp (registration) Principal reviews strategies for parents to practice with children the summer before entering kindergarten as well as handing out actual practice materials.

Parents and community members donate funds through PG&E, SchoolStore.com, & Wells Fargo Community Donations & other direct donations

We have held the following parent nights:
Literacy Night for parents and students
Science / Math Night for parents and students
Back to School Night
Open House
Family Night at the Bookfair with crafts offered.
6th grade parent night to discuss 6th grade camp
Meet and Greet with High School Administration
Mister Brown Family

Community soccer, baseball and basketball are often scheduled on our campus during evenings and weekends.

2025-26 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, Advisory Committees, various events, chaperones on field trips, 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	292	289	46	15.9
Female	138	136	22	16.2
Male	154	153	24	15.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	18	16	2	12.5
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	105	105	20	19.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	1	9.1
White	149	148	22	14.9
English Learners	46	46	8	17.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	166	163	34	20.9
Students Receiving Migrant Education Services	12	12	1	8.3
Students with Disabilities	38	38	9	23.7

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
3.39	0.7	3.77	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	3.77	0.00
Female	0.72	0.00
Male	6.49	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	11.11	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.76	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.68	0.00
English Learners	2.17	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.02	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.53	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

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, because all staff are mandatory reporters, and school discipline policies. In addition, Fall River Elementary staff and students participated in the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) review and drills. 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 new staff is familiar with all details. The CSSP will go to FRE's SSC on January 21, 2026 for approval. Our district Psychologist is our suicide prevention responder. We offer virtual Mental Health counseling and coordinate with Pit River Health's Mental Health services for in person mental health counseling. We also have a Educationally Related Mental Health Services (ERMHS) counselor district wide for our special education students who have ERMHS services indicated in their IEP. Each month we do practice some sort of emergency drill i.e. soft lockdown, lockdown, evacuation, earthquake, etc. We also have a monthly fire drill.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	0	0
1	17	2	0	0
2	19	2	0	0
3	19	2	0	0
4	21	4	9	0
5	16	14	8	0
6	15	21	3	0
Other	14	2	0	0

2023-24 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	0	0
1	16	2	0	0
2	17	2	0	0
3	19	2	0	0
4	12	28	0	0
5	15	9	9	0
6	15	17	8	0
Other	8	1	0	0

2024-25 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2		
1	22	1	1	
2	17	2		
3	18	2		
4	15	23		
5	15	23		
6	21	5	6	
Other	7	1		

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	0

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

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	$9,248.04	$2,235.81	$7,012.22	$70,442.00
District	N/A	N/A	$3,764.21	$74,235
Percent Difference - School Site and District	N/A	N/A	60.3	2.3
State	N/A	N/A	$11,146	$86,335
Percent Difference - School Site and State	N/A	N/A	-42.3	-11.0

Fiscal Year 2024-25 Types of Services Funded

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

LCAP - ELD
CARES ACT
ELOP - Extended Learning Opportunity Plan
Prop 28

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%

Professional Development

Two days are provided on the school calendar for professional development and continuous improvement. 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.
This school year the district is providing Restorative Justice trainings and ELD professional development monthly per state requirements.

Some of Fall River Elementary teachers have been trained on our current ELA, Math, Science and Writing adoptions. We have a lot of new teachers who have had mentors train them on the current adoptions, bur no formal training has been offered as the state will be adopting new curriculum soon. Teachers and support staff have received trauma informed practices and Social Emotional Learning practices professional development. Some teachers have been training in the process of Plan-Do-Study-Act and have shared with other staff members. Most staff has participated in Capturing Kids' Hearts trainings and these trainings are continuing to be offered. Many of our primary teachers have participated in the California Reading and Literacy Program (CRLP) and SIPPS interventions. We have a PBIS team who are attending multiple trainings through out the school year. Our K, 1st and Title I teachers have received training in UFLI.

Our TK, K and Title I staff attended Zoo phonics training.

We have a math curriculum team that will receive training on selecting a new math curriculum.

We have also established a PBIS Team who attend trainings throughout the school year.

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	2	2	2