

## 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.

#### 2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	95.5	90.9	95.5	86.4	97.7

## 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.

#### 2023-24 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.

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

Winter Showcase - student singing

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

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.

## 2023-24 Opportunities for Parental Involvement

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

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	295	289	79	27.3
Female	140	138	31	22.5
Male	155	151	48	31.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	17	17	8	47.1
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	105	104	30	28.8
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	14	12	3	25.0
White	144	141	29	20.6
English Learners	52	52	15	28.8
Foster Youth	1	0	0	0.0
Homeless	2	1	1	100.0
Socioeconomically Disadvantaged	175	171	61	35.7
Students Receiving Migrant Education Services	12	12	2	16.7
Students with Disabilities	51	50	21	42.0

## 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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	2.20	2.53	3.39	8.31	9.61	12.28	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.16	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	3.39	0
<b>Female</b>	1.43	0
<b>Male</b>	5.16	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	5.88	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0.95	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	7.14	0
<b>White</b>	4.17	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	4.57	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	13.73	0

## 2023-24 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, at the beginning of the 2022-23 school year, all District employees participated in the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) informational presentation. 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. Entire staff also practices twice a year with students. The CSSP was approved by FRE's SSC on October 20, 2022. Our district Psychologist is our suicide prevention responder. We offer virtual Mental Health counseling. We have career/college counselor from high school 2 half days per week to support positive behaviors.

## 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.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	12	4		
1	13	3		
2	11	3		
3	26		1	
4	14	12	9	
5	17	12	9	
6	14	17	6	
Other	16	2	2	

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	19	2		
1	18	2		
2	22		2	
3	23		1.5	
4	25		1.5	
5	16.5	2		
6	21		2	
Other	17	1		

## 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	17.5	2		
1	17.5	2		
2	18.5	2		
3	20	2		
4	28		1	
5	21		2	
6	20	2		
Other	15	1		

## 2022-23 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

## 2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.25
Social Worker	0
Nurse	0.25
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	7.0

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	\$7,997.61	\$1,519.33	\$6,478.28	\$69,672.00
<b>District</b>	N/A	N/A	\$10,213.00.00	\$67,995
<b>Percent Difference - School Site and District</b>	N/A	N/A	-50.3	4.9
<b>State</b>	N/A	N/A	\$7,607	\$77,993
<b>Percent Difference - School Site and State</b>	N/A	N/A	-1.8	-4.7

## Fiscal Year 2022-23 Types of Services Funded

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

LCAP - ELD  
CARES ACT

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$48,750	\$47,616
<b>Mid-Range Teacher Salary</b>	\$67,282	\$75,580
<b>Highest Teacher Salary</b>	\$91,017	\$100,485
<b>Average Principal Salary (Elementary)</b>	\$124,016	\$114,067
<b>Average Principal Salary (Middle)</b>	\$0	\$123,622
<b>Average Principal Salary (High)</b>	\$130,658	\$125,386
<b>Superintendent Salary</b>	\$197,853	\$157,977
<b>Percent of Budget for Teacher Salaries</b>	29.45%	27.82%
<b>Percent of Budget for Administrative Salaries</b>	5.41%	5.78%

## 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

## Professional Development

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 FRE is focused on High Impact Teaching Strategies during staff meetings.

Fall River Elementary teachers have been trained on our current ELA, Math, Science and Writing adoptions. 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. Many of our primary teachers have participated in the California Reading and Literacy Program (CRLP) and SIPPS interventions. Our Intervention teams have been participating in ongoing training for Lexia and Dream Box and the science of reading to better utilize the programs and the data gathered.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	2	2

# Fall River Junior-Senior High School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 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/fq/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.



## 2023-24 School Contact Information

<b>School Name</b>	Fall River Junior-Senior High School
<b>Street</b>	PO Box 340
<b>City, State, Zip</b>	McArthur
<b>Phone Number</b>	5303365515
<b>Principal</b>	Victor Hopper
<b>Email Address</b>	vhopper@frjUSD.org
<b>School Website</b>	frjUSD.org
<b>County-District-School (CDS) Code</b>	45699894533600

## 2023-24 District Contact Information

<b>District Name</b>	Fall River Joint Unified School District
<b>Phone Number</b>	(530) 335-4538
<b>Superintendent</b>	Greg Hawkins
<b>Email Address</b>	ghawkins@frjUSD.org
<b>District Website</b>	<a href="http://www.frjUSD.org">http://www.frjUSD.org</a>

## 2023-24 School Description and Mission Statement

Fall River Junior-Senior High School (FRHS) is a six-year comprehensive junior-senior high school (grades 7 through 12) in the Fall River Joint Unified School District. It is located four miles northeast of Fall River Mills in the town of McArthur, California. The district encompasses a large geographic area of 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 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.

In addition, we believe that through their process of learning at Fall River High School all of our students should:

- Understand that they have the ability to make things happen and that they can have a positive influence on the world.
- Develop resilience to recover from disappointment or failure and in response, persevere.

## 2023-24 School Description and Mission Statement

- Recognize the power of giving and volunteerism in their community as well as the importance of being grateful.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	44
Grade 8	46
Grade 9	51
Grade 10	53
Grade 11	43
Grade 12	38
<b>Total Enrollment</b>	<b>275</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.7%
Male	55.3%
American Indian or Alaska Native	2.9%
Hispanic or Latino	33.5%
Two or More Races	2.5%
White	58.9%
English Learners	5.8%
Homeless	0.4%
Migrant	4.7%
Socioeconomically Disadvantaged	42.5%
Students with Disabilities	17.5%

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.00	66.84	50.80	76.77	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.10	7.34	2.80	4.27	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.70	4.74	1.70	2.58	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.50	10.07	5.00	7.60	12115.80	4.41
<b>Unknown</b>	1.60	10.87	5.80	8.75	18854.30	6.86
<b>Total Teaching Positions</b>	14.90	100.00	66.20	100.00	274759.10	100.00

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.00	71.45	53.90	82.23	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.70	5.00	0.70	1.17	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2.30	15.44	4.40	6.81	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.10	1.23	0.80	1.30	11953.10	4.28
<b>Unknown</b>	1.00	6.68	5.50	8.46	15831.90	5.67
<b>Total Teaching Positions</b>	15.40	100.00	65.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.20	1.10
<b>Misassignments</b>	0.50	1.20
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.70	2.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00
<b>Local Assignment Options</b>	1.50	0.10
<b>Total Out-of-Field Teachers</b>	1.50	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.5	10.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17	1.1

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2010 Adoption Holt, Rinehart and Winston Holt Literature and Language Arts for Grades 7-12	Yes	0

<b>Mathematics</b>	2014 Adoption CPM Educational Programs Core Connections, Courses 2 and 3 (Grades 7 & 8)	Yes	0
	2014 Adoption CPM Educational Programs Core Connections Integrated 1,2 & 3 (Grades 9-12) Precalculus with Trigonometry		
<b>Science</b>	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	Yes	0
<b>History-Social Science</b>	2018 Adoption McGraw Hill IMPACT US History and Geography (7-12)	Yes	0
<b>Foreign Language</b>	2004 Adoption Prentice Hall Realidades (9-12) McDougal Little Abriendo Puertas	Yes	0
<b>Health</b>	Glencoe McGraw Hill 2004 Health (9th Gr)	Yes	0
<b>Visual and Performing Arts</b>	Davis 2007-Discovering Art History (9-12)	Yes	

## 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 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces	X
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X
<b>Electrical</b>	X
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X
<b>Safety:</b> Fire Safety, Hazardous Materials	X
<b>Structural:</b> Structural Damage, Roofs	X
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X

## 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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	38	41	33	36	47	46
<b>Mathematics</b> (grades 3-8 and 11)	34	20	26	26	33	34



## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	124	117	94.35	5.65	41.03
<b>Female</b>	54	52	96.30	3.70	53.85
<b>Male</b>	70	65	92.86	7.14	30.77
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	47	45	95.74	4.26	24.44
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	67	63	94.03	5.97	50.79
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	58	55	94.83	5.17	25.45
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	16	14	87.50	12.50	14.29

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	124	118	95.16	4.84	20.35
<b>Female</b>	54	53	98.15	1.85	15.69
<b>Male</b>	70	65	92.86	7.14	24.19
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	47	46	97.87	2.13	11.36
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	67	63	94.03	5.97	29.51
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	58	56	96.55	3.45	9.62
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	16	14	87.50	12.50	11.11

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	17.46	20.65	19.42	22.61	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	116	94	81.03	18.97	20.21
<b>Female</b>	51	37	72.55	27.45	16.22
<b>Male</b>	65	57	87.69	12.31	22.81
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	39	34	87.18	12.82	8.82
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	69	54	78.26	21.74	29.63
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	52	42	80.77	19.23	19.05
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	16	12	75.00	25.00	8.33

## 2022-23 Career Technical Education Programs

Fall River Junior-Senior High School (FRHS) offers vocational classes and career exploration activities to help students prepare for the workforce.

Students also have opportunities through the district 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 a presence of our high 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 able to be guided through various programs with guidance from advisory board members involved in local industries such as ranching & farming, agricultural career leaders, and veterinary medicine. The Advisory Committee is led by an appointed president, Ken Hutchings, retired Agriculture Teacher.

Students at FRHS become CTE Completers in the following pathways:

- Agricultural Mechanics
- Agriculture Science
- Wood Working
- Floral Design

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

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
<b>Number of Pupils Participating in CTE</b>	143
<b>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</b>	47.6
<b>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	

## 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
<b>2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	98.92
<b>2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	45.45

## 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.

#### 2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	--	--	--	--	--
Grade 7	97.2	97.2	100	97.2	94.4
Grade 9	97.5	96.3	97.5	96.3	95.0

## 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.

#### 2023-24 Opportunities for Parental Involvement

We are committed to communicating with and engaging parents as partners in their children's education. We believe that parents are partners in the education of our students; through their active participation and involvement in the School Site Council, Athletics, Boosters Club, Advisory Committees, various events, classroom volunteers, and as Senior Project oral board judges, paper readers, and mentors. We have an updated school website that includes the daily bulletin, athletic schedules other important events, and the Aeries portal (which allows students and parents to access grades). FRHS is a focal point and center for students, their parents, and the community. We encourage and welcome parent/family involvement. We hold meetings and communicate through email, letters home, phone calls, etc. We have also emphasized communication with our Spanish-speaking parents through our new bilingual (Spanish) principal, 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	0	4.5	0	9.8	16	9.7	9.4	7.8	8.2
<b>Graduation Rate</b>	100	95.5	97.4	88	82.7	89.2	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	39	38	97.4
<b>Female</b>	18	18	100.0
<b>Male</b>	21	20	95.2
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	11	11	100.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	26	25	96.2
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	19	18	94.7
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	286	280	91	32.5
Female	130	127	43	33.9
Male	155	152	47	30.9
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	12	9	7	77.8
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	96	94	31	33.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	3	42.9
White	165	164	47	28.7
English Learners	19	18	4	22.2
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	136	133	59	44.4
Students Receiving Migrant Education Services	13	13	4	30.8
Students with Disabilities	49	49	23	46.9

## 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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	9.45	14.34	23.08	8.31	9.61	12.28	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.16	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	23.08	0
<b>Female</b>	16.92	0
<b>Male</b>	28.39	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	41.67	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	20.83	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	22.42	0
<b>English Learners</b>	26.32	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	29.41	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	38.78	0

## 2023-24 School Safety Plan

Fall River Jr. Sr. High has a Comprehensive Safety and Response Plan which meets the state requirements described in California Education Code Sections 35294- 35297. The plan was developed in cooperation with the Shasta County Sheriff's Department and Shasta County Office of Education. Different safety components from this plan are discussed at each monthly staff meeting. 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. 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 to show the type of emergency to all classrooms. This is connected to our voice-over IP system which is capable of paging each classroom instantaneously. The school has several security cameras inside and outside of the building which are accessible in the administrative office. Our District places a very high value on our students' safety.



## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	9	30	4	
Mathematics	10	23	3	
Science	11	16	3	
Social Science	10	23	3	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	5	
Mathematics	11	22	3	
Science	15	9	6	
Social Science	12	16	6	

## 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

## 2022-23 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
<b>Pupils to Academic Counselor</b>	137.5

## 2022-23 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	2
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.5

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	\$10,228.00	\$1,890.03	\$8,338.73	\$62,562.00
<b>District</b>	N/A	N/A	\$10,213.00	\$67,995
<b>Percent Difference - School Site and District</b>	N/A	N/A	-20.2	-5.9
<b>State</b>	N/A	N/A	\$7,607	\$77,993
<b>Percent Difference - School Site and State</b>	N/A	N/A	23.4	-15.4

## Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$48,750	\$47,616
<b>Mid-Range Teacher Salary</b>	\$67,282	\$75,580
<b>Highest Teacher Salary</b>	\$91,017	\$100,485
<b>Average Principal Salary (Elementary)</b>	\$124,016	\$114,067
<b>Average Principal Salary (Middle)</b>	\$0	\$123,622
<b>Average Principal Salary (High)</b>	\$130,658	\$125,386
<b>Superintendent Salary</b>	\$197,853	\$157,977
<b>Percent of Budget for Teacher Salaries</b>	29.45%	27.82%
<b>Percent of Budget for Administrative Salaries</b>	5.41%	5.78%

## 2022-23 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
<b>Total AP Courses Offered</b>	

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

## 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3

# Mountain View Continuation High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

## 2023-24 School Contact Information

<b>School Name</b>	Mountain View Continuation High School
<b>Street</b>	20375 Tamarack Ave
<b>City, State, Zip</b>	Burney, Ca, 96013-4054
<b>Phone Number</b>	530-335-5189
<b>Principal</b>	Jeanne Utterback - Principal
<b>Email Address</b>	jutterback@frjUSD.org
<b>School Website</b>	<a href="http://www.frjUSD.org">http://www.frjUSD.org</a>
<b>County-District-School (CDS) Code</b>	45699894530010

## 2023-24 District Contact Information

<b>District Name</b>	Fall River Joint Unified School District
<b>Phone Number</b>	(530) 335-4538
<b>Superintendent</b>	Greg Hawkins
<b>Email Address</b>	ghawkins@frjUSD.org
<b>District Website</b>	<a href="http://www.frjUSD.org">http://www.frjUSD.org</a>

## 2023-24 School Description and Mission Statement

For a variety of reasons, not all students are successful in a traditional high school setting. Some of these students find the continuation high school program better suited to their needs, and are able to work successfully toward their high school diploma. It is important to have continuation high schools and other programs such as independent study as alternatives to dropping out of school. However, while these programs can provide an atmosphere that will help many students, they still require effort on the part of the student. If the student has no motivation or academic goals at all, they will not succeed regardless of the structure of the program.

Our goal is to graduate young adults who are:

- Perceptive Thinkers
- Collaborative Contributors
- Innovative Producers
- Self-directed Achievers
- Adaptable Problem Solvers
- Effective Communicators

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	2
Grade 10	5
Grade 11	7
Grade 12	2
<b>Total Enrollment</b>	<b>16</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	68.8%
Male	31.3%
American Indian or Alaska Native	18.8%
Hispanic or Latino	18.8%
White	50%
English Learners	6.3%
Foster Youth	6.3%
Socioeconomically Disadvantaged	81.3%
Students with Disabilities	6.3%

## 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.00	0.00	50.80	76.77	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.40	47.06	2.80	4.27	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	1.70	2.58	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.40	52.94	5.00	7.60	12115.80	4.41
<b>Unknown</b>	0.00	0.00	5.80	8.75	18854.30	6.86
<b>Total Teaching Positions</b>	0.80	100.00	66.20	100.00	274759.10	100.00

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.60	100.00	53.90	82.23	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.70	1.17	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	4.40	6.81	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	0.80	1.30	11953.10	4.28
<b>Unknown</b>	0.00	0.00	5.50	8.46	15831.90	5.67
<b>Total Teaching Positions</b>	0.60	100.00	65.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.



### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	0.00	0.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00
<b>Local Assignment Options</b>	0.40	0.00
<b>Total Out-of-Field Teachers</b>	0.40	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	66.6	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Courseware by Edgenuity Online Curriculum		0
<b>Mathematics</b>	Courseware by Edgenuity Online Curriculum		0

<b>Science</b>	Courseware by Edgenuity Online Curriculum	0
<b>History-Social Science</b>	Courseware by Edgenuity Online Curriculum	0
<b>Foreign Language</b>	Courseware by Edgenuity Online Curriculum	0
<b>Health</b>	Courseware by Edgenuity Online Curriculum	0
<b>Visual and Performing Arts</b>	Courseware by Edgenuity Online Curriculum	0

## 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 building was opened in 1936 as a one-room building, it was the community's only school until 1950. It was remodeled in 1950, 1954, 1976, 1985 and 1990.

### 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.

### Year and month of the most recent FIT report

December 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Restroom at end of hall need to have new stall dividers for the boys bathroom. The flooring needs to be repaired or replaced.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			.Play structure needs to be removed. Cracks in asphalt need to be repaired. New paint on the exterior of the building this summer.

## 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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	--	--	33	36	47	46
<b>Mathematics</b> (grades 3-8 and 11)	--	--	26	26	33	34

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	--				
Female	--				
Male	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--				
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--				
White	0	0	0	0	0
English Learners	--				
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--				
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	--				
Female	--				
Male	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--				
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--				
White	0	0	0	0	0
English Learners	--				
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--				
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)			19.42	22.61	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	--				
<b>Female</b>	--				
<b>Male</b>	--				
<b>American Indian or Alaska Native</b>	--				
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	0	0	0	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--				
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--				
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	0	0	0	0	0

## 2022-23 Career Technical Education Programs

N/A

## 2022-23 Career Technical Education (CTE) Participation

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

## 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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## 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.

## 2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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

## 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.

## 2023-24 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 very important roles through their active participation and involvement. In addition the staff believes that an active and involved parent group is essential to an active school agenda. Parents are afforded the opportunity to be classroom volunteers, committee members and chaperones for various field trips and events.

### 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	22.7	15.4	18.2	9.8	16	9.7	9.4	7.8	8.2
<b>Graduation Rate</b>	72.7	84.6	81.8	88	82.7	89.2	83.6	87	86.2



## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	11	9	81.8
<b>Female</b>	--	--	--
<b>Male</b>	--	--	--
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	--	--	--
<b>English Learners</b>	0.0	0.0	0.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	--	--	--
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	20	20	15	75.0
Female	12	12	10	83.3
Male	8	8	5	62.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	3	75.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	4	4	3	75.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	2	100.0
White	8	8	5	62.5
English Learners	1	1	1	100.0
Foster Youth	2	2	2	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	19	19	14	73.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	1	1	1	100.0

## 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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.45	5.00	8.31	9.61	12.28	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.16	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5	0
Female	8.33	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.26	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

The alternative education programs have 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.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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				
Mathematics				
Science				
Social Science				

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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				
Mathematics				
Science				
Social Science				

## 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	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

## 2022-23 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

## 2022-23 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.

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	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$8,660.60	\$1,305.81	\$7,354.79	\$59,735.00
District	N/A	N/A	\$10,213.00	\$67,995
Percent Difference - School Site and District	N/A	N/A	-32.5	-10.5
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	10.9	-20.0

## Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$48,750	\$47,616
<b>Mid-Range Teacher Salary</b>	\$67,282	\$75,580
<b>Highest Teacher Salary</b>	\$91,017	\$100,485
<b>Average Principal Salary (Elementary)</b>	\$124,016	\$114,067
<b>Average Principal Salary (Middle)</b>	\$0	\$123,622
<b>Average Principal Salary (High)</b>	\$130,658	\$125,386
<b>Superintendent Salary</b>	\$197,853	\$157,977
<b>Percent of Budget for Teacher Salaries</b>	29.45%	27.82%
<b>Percent of Budget for Administrative Salaries</b>	5.41%	5.78%

## 2022-23 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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
<b>Computer Science</b>	
<b>English</b>	
<b>Fine and Performing Arts</b>	
<b>Foreign Language</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Science</b>	
<b>Total AP Courses Offered</b>	

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

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

## Professional Development

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	

# Soldier Mountain Continuation High School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 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/fq/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.



## 2023-24 School Contact Information

<b>School Name</b>	Soldier Mountain Continuation High School
<b>Street</b>	44144 A St.
<b>City, State, Zip</b>	McArthur, Ca, 96056-8556
<b>Phone Number</b>	530-335-4538
<b>Principal</b>	Jeanne Utterback - Principal
<b>Email Address</b>	jutterback@frjusd.org
<b>School Website</b>	<a href="http://www.frjusd.org">http://www.frjusd.org</a>
<b>County-District-School (CDS) Code</b>	45699894530226

## 2023-24 District Contact Information

<b>District Name</b>	Fall River Joint Unified School District
<b>Phone Number</b>	(530) 335-4538
<b>Superintendent</b>	Greg Hawkins
<b>Email Address</b>	ghawkins@frjusd.org
<b>District Website</b>	<a href="http://www.frjusd.org">http://www.frjusd.org</a>

## 2023-24 School Description and Mission Statement

For a variety of reasons, not all students are successful in a traditional high school setting. Some of these students find the continuation high school program better suited to their needs, and are able to work successfully toward their high school diploma. It is important to have continuation high schools, and other programs such as independent study as alternatives to dropping out of school. However, while these programs can provide an atmosphere that will help many students, they still require effort on the part of the student. If the student has no motivation or academic goals at all, they will not succeed regardless of the structure of the program. '

Our goal is to graduate young adults who are:

- Perceptive Thinkers
- Collaborative Contributors
- Innovative Producers
- Self-directed Achievers
- Adaptable Problem Solvers
- Effective Communicators

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	3
Grade 11	3
Grade 12	4
<b>Total Enrollment</b>	<b>11</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	36.4%
Male	63.6%
Hispanic or Latino	36.4%
White	54.5%
English Learners	18.2%
Homeless	9.1%
Socioeconomically Disadvantaged	81.8%
Students with Disabilities	18.2%

## 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.40	45.00	50.80	76.77	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.80	4.27	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	1.70	2.58	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.50	55.00	5.00	7.60	12115.80	4.41
<b>Unknown</b>	0.00	0.00	5.80	8.75	18854.30	6.86
<b>Total Teaching Positions</b>	1.00	100.00	66.20	100.00	274759.10	100.00

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.00	0.00	53.90	82.23	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.70	1.17	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	4.40	6.81	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.40	50.00	0.80	1.30	11953.10	4.28
<b>Unknown</b>	0.40	50.00	5.50	8.46	15831.90	5.67
<b>Total Teaching Positions</b>	0.80	100.00	65.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	0.00	0.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00
<b>Local Assignment Options</b>	0.50	0.40
<b>Total Out-of-Field Teachers</b>	0.50	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	33.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Courseware by Edgenuity Online Curriculum		0
<b>Mathematics</b>	Courseware by Edgenuity Online Curriculum		0

<b>Science</b>	Courseware by Edgenuity Online Curriculum	0
<b>History-Social Science</b>	Courseware by Edgenuity Online Curriculum	0
<b>Foreign Language</b>	Courseware by Edgenuity Online Curriculum	0
<b>Health</b>	Courseware by Edgenuity Online Curriculum	0
<b>Visual and Performing Arts</b>	Courseware by Edgenuity Online Curriculum	0

## 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

Soldier Mt. is located in a relocatable portable building which is 7 years old. 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.

**Year and month of the most recent FIT report**

December 2023

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

## 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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	--	--	33	36	47	46
<b>Mathematics</b> (grades 3-8 and 11)	--	--	26	26	33	34

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	--				
<b>Female</b>	0	0	0	0	0
<b>Male</b>	--				
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--				
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--				
<b>English Learners</b>	--				
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--				
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	0	0	0	0	0

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	--				
<b>Female</b>	0	0	0	0	0
<b>Male</b>	--				
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--				
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--				
<b>English Learners</b>	--				
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--				
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	0	0	0	0	0



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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)			19.42	22.61	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	--				
<b>Female</b>	0	0	0	0	0
<b>Male</b>	--				
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--				
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--				
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--				

## 2022-23 Career Technical Education Programs

N/A

## 2022-23 Career Technical Education (CTE) Participation

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

## 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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## 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.

## 2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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

## 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.

## 2023-24 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 very important roles through their active participation and involvement. In addition the staff believes that an active and involved parent group is essential to an active school agenda. Parents are afforded the opportunity to be classroom volunteers, committee members and chaperones for various field trips and events.

## 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	--	50	--	9.8	16	9.7	9.4	7.8	8.2
Graduation Rate	--	50	--	88	82.7	89.2	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary			
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	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	22	21	21	100.0
Female	7	6	6	100.0
Male	15	15	15	100.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	10	9	9	100.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	10	10	10	100.0
English Learners	2	2	2	100.0
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	15	15	15	100.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	3	3	3	100.0

### 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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	7.14	12.00	0.00	8.31	9.61	12.28	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.16	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

The alternative education programs have 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 review annually at the start of school to ensure that newstaff is familiar with all details.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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				
Mathematics				
Science				
Social Science				

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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				
Mathematics				
Science				
Social Science				

## 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	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

## 2022-23 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

## 2022-23 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	\$8,384.76	\$230.70	\$8,154.06	\$77,751.00
<b>District</b>	N/A	N/A	\$9,761.00	\$67,995
<b>Percent Difference - School Site and District</b>	N/A	N/A	-17.9	15.8
<b>State</b>	N/A	N/A	\$7,607	\$77,993
<b>Percent Difference - School Site and State</b>	N/A	N/A	21.2	6.3

## Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$48,750	\$47,616
<b>Mid-Range Teacher Salary</b>	\$67,282	\$75,580
<b>Highest Teacher Salary</b>	\$91,017	\$100,485
<b>Average Principal Salary (Elementary)</b>	\$124,016	\$114,067
<b>Average Principal Salary (Middle)</b>	\$0	\$123,622
<b>Average Principal Salary (High)</b>	\$130,658	\$125,386
<b>Superintendent Salary</b>	\$197,853	\$157,977
<b>Percent of Budget for Teacher Salaries</b>	29.45%	27.82%
<b>Percent of Budget for Administrative Salaries</b>	5.41%	5.78%

## 2022-23 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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
<b>Computer Science</b>	
<b>English</b>	
<b>Fine and Performing Arts</b>	
<b>Foreign Language</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Science</b>	
<b>Total AP Courses Offered</b>	

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

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

## Professional Development

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	