



Morgan Nugent
Fall River Joint Unified School District

INTRODUCTION

Education

Morgan Nugent has earned his Masters in Educational Leadership from California State University of Bakersfield. He earned his Bachelors of Science degree in Education from Greenville College in Illinois.

Experience

Morgan Nugent serves as Superintendent of Fall River Joint Unified School District in Northern California's Intermountain region, where he leads initiatives focused on rural access, workforce pathways, community partnerships, and long-term fiscal sustainability. Under his leadership, the district has reduced deficit spending in its multiyear projections, expanded Career Technical Education opportunities—including heavy equipment operations, construction trades supporting workforce housing solutions, EMT/EMR pathways, and agricultural education—and increased student attendance through targeted engagement strategies. He has also supported the development of Native Youth Advisory Councils and contributed to national advocacy efforts supporting Secure Rural Schools funding for forest-dependent communities.

Previously, served as Superintendent/Principal of Lassen Union High School District, where he guided enrollment growth during a period of regional economic disruption, strengthened Advanced Placement participation and success rates, expanded dual-enrollment pathways with community colleges, and helped reduce discipline disproportionality while improving student wellness indicators. Earlier in his career, he served as a principal with the Department of Defense Education Activity in Japan and South Korea, where schools under his leadership achieved some of the highest AP participation, SAT performance, and equity indicators across the Pacific region while expanding college readiness opportunities for military-connected students.

Across nearly three decades in education—including service as superintendent, principal, assistant principal, athletic director, and classroom teacher—Nugent has focused on strengthening opportunities for students in rural and historically underserved communities through workforce alignment, early college access, and civic engagement partnerships. He has also held significant leadership roles in regional and statewide organizations, including President of the CIF Northern Section and Director-at-Large for ACSA Region 1.

He remains an active advocate for rural education policy, Native student engagement, and sustainable funding systems that ensure small and geographically isolated districts can deliver college, career, and community-connected pathways for every student they serve.

Outstanding Achievement(s)

Recent recognitions include the **Equity and Student Success Award at the Puerto Rico International Education Conference (2026)** and additional professional recognition from peers for advancing student opportunity initiatives and veteran-to-education workforce transition efforts such as the Troops-to-Schools concept.

During his tenure as Superintendent/Principal of Lassen Union High School District, led measurable improvements in academic performance and college readiness.

Key accomplishments included:

- Expanding Advanced Placement participation by **20 percent**
- Increasing Advanced Placement success rates by **31 percent**
- Recognized by Collegeboard for the highest pass rate of Native Americans in the AP Art and Design

As principal in Department of Defense Education Activity(DoDEA) schools serving military-connected students in Japan and South Korea, Nugent led schools achieving some of the highest academic performance indicators across the Pacific region that was served by DoDEA.

- Schools achieved the **highest Advanced Placement pass rates in the Pacific region for all DoDEA Schools**
- Schools achieved the **highest Advanced Placement equity scores in the Pacific region for all DoDEA Schools**
- Schools achieved the **highest SAT and PSAT performance across the Pacific region for all DoDEA Schools**

AN INTERVIEW

Tell us about how you see today's superintendent.

Today's superintendents are having to make the transition from a manager to an educational leader and politician. Over the last decade, superintendents have had to adjust due to the push of political ideology into the public school systems. From the start of COVID, we have seen opposing political views coming into boardrooms. We have moved away from academic performance and school finances to political parties pushing their platforms to appease their own base.

Superintendents now have to be able to deal with local, state and federal politics and be able to lead their districts through these challenging times. Representing the needs of their community, students, and staff to individuals who have been elected to political office has become more important than it has been in the past. Today, superintendents need to work closely with their political leaders on the impact of their decisions on public schools and help guide them in the needs of their schools. Helping to remove redundant reporting so that school teachers and their leaders can focus on student achievement needs to become a priority.

What new understandings did you acquire after two or three years on the job?

Starting my role as a superintendent in 2019 I was excited to start the new school year and face the new challenges that this role was going to provide. In March, when the world shut down we learned that we had to be able to pivot to take on the new challenges that no one ever imagined. I was fortunate to have

friends in business and the hospitality industry. I had a chance to see what they did to pivot their practices so that they could resume operations while protecting their employees and customers. This was an important moment where I realized that, I needed to really look outside of our institution to see what we could do to ensure our students' success. Listening to our community and students' needs, we can revamp our educational practices to face the different challenges that we may face in the future.

Share an idea to use or something you've learned with your colleagues.

When you look at taking on a project or starting a new initiative you need to evaluate what you are willing to accept. If you are looking for one win for your effort it needs to be a big win. We should be looking at projects or initiatives that will provide our students or districts three wins.

The three wins that I try to always get is:

- Will it improve student attendance
- Will it provide my students or staff with more time to focus on their instruction
- Is it going to prepare my students for college or career

If I am not going to get three wins for my effort and times I may want to refocus my efforts.

Submitted by:

Name/Signature

Date