

**Shasta Collegiate Academy**  
**2021 School Accountability Report Card**



**SHASTA**  

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**COLLEGIATE**  

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**ACADEMY**

# 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Shasta Collegiate Academy
<b>Street</b>	2200 Eureka Way, Suite B
<b>City, State, Zip</b>	Redding, CA 96001
<b>Phone Number</b>	530-245-2760
<b>Principal</b>	Timothy R. Calkins
<b>Email Address</b>	<a href="mailto:tcalkins@suhsd.net">tcalkins@suhsd.net</a>
<b>School Website</b>	<a href="http://www.northstateihs.net/">http://www.northstateihs.net/</a>
<b>County-District-School (CDS) Code</b>	4570136-4530309

## 2021-22 District Contact Information

<b>District Name</b>	Shasta Union High School District
<b>Phone Number</b>	530-241-3261
<b>Superintendent</b>	Jim Cloney
<b>Email Address</b>	jcloney@suhsd.net
<b>District Website Address</b>	<a href="http://www.suhsd.net">http://www.suhsd.net</a>

## 2021-22 School Overview

### Our Mission

The mission of Shasta Collegiate Academy is to provide an exemplary individualized education in a nurturing community to students with diverse needs.

### Our Vision

Students will be educated, mentored, and supported as they achieve rigorous personal academic goals while becoming productive, participating citizens in a changing global society.

Shasta Collegiate Academy (SCA) is a school within the Shasta Union High School District. It is a Western Association of Schools and Colleges (WASC) accredited independent study school that focuses on personalized learning. SCA offers flexible scheduling while maintaining a high level of academic rigor. It also offers concurrent enrollment in District schools including Enterprise, Foothill, and Shasta High Schools, and their respective Career & Technical Education courses (CTE). It also promotes concurrent enrollment at Shasta College, and on-line courses provided by Edgenuity.

The SCA Academic Counselor designs an Individualized Graduation Plan for each student. SCA students, in addition to meeting at least twice a week with their primary instructor, are also required to attend tutorial classes in mathematics. A senior Family and Consumer Science class (FACS) is offered along with Medical Independent Study, a program for students with health needs that prevent them from regular school attendance, and a Cal-SAFE Program for pregnant and parenting students. SCA There are 4 buildings that comprise the NSIHS Campus:

1. Administration and the main office.
2. Core academic instructors.
3. Education Specialist (Special Education) and the Medical Independent Study instructor.
4. Facilitator of the Cal-SAFE Program.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	89
Grade 10	92
Grade 11	135
Grade 12	89
<b>Total Enrollment</b>	<b>405</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.6
Male	47.2
American Indian or Alaska Native	3.5
Asian	4
Black or African American	1.5
Filipino	0.2
Hispanic or Latino	14.1
Native Hawaiian or Pacific Islander	1.5
Two or More Races	4
White	70.4
English Learners	1.7
Foster Youth	1
Homeless	0.7
Socioeconomically Disadvantaged	54.3
Students with Disabilities	9.6

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

## 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>	5.5	39.6	211.6	81.1	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	1.6	0.6	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	6.2	2.4	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	8.2	59.6	29.4	11.3	12115.8	4.4
<b>Unknown</b>	0.0	0.6	11.8	4.6	18854.3	6.9
<b>Total Teaching Positions</b>	13.9	100.0	260.8	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	8.2
<b>Total Out-of-Field Teachers</b>	8.2

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<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)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The NSIHS staff is in the process of updating textbooks aligned with online resources.

Year and month in which the data were collected

Jan 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English I: Pearson Literature for California Grade 9; 2015 English II: Pearson Literature for California Grade 10; 2015 English III: Pearson Grade 11 Custom Literature; 2012 & Pearson Literature for California Grade 11; 2015 English IV: CSU Expository Reading & Writing Course Workbook; 2012	Yes	0%
<b>Mathematics</b>	Math 1: Core Connections Integrated I (CPM); 2014 Math 2: Core Connections Integrated II (CPM); 2015 Math 3: Core Connections Integrated III (CPM); 2015 Math 3 Honors, Trigonometry/Precalculus: Precalculus: Graphical, Numerical, Algebraic (Prentice Hall); 2016 CP Statistics: Stats in Your World (Pearson) ;2012 AP Statistics: Stats Modeling the World; 2016 AP Calculus: Calculus Graphical, Numerical, Algebraic; 2016	Yes	0%
<b>Science</b>	Physical/Earth Science: Holt California Earth Science (Holt-McDougal) © 2007 Biology: Holt Biology, California Edition (Holt, Rinehart & Winston) © 2006 Chemistry: Holt Modern Chemistry (Holt, Rinehart & Winston) © 2002 CA Chemistry: Matter & Change (Glencoe/McGraw-Hill) © 2007 Physics: Holt Physics (Holt, Rinehart & Winston) © 2006	Yes	0%
<b>History-Social Science</b>	Personal Growth: Career Choices (Academic Innovations); 2011 & Positive Prevention Plus (Positive Prevention Plus) 2016 Geography: World Geography and Cultures (Glencoe/McGraw-Hill);2012 World History: Patterns of Interaction (Holt-McDougal/Littell); 2012 U.S. History: The Americans: Reconstruction to the 21st Century (McDougal Littell); 2012 Economics: Economics: Principles and Practices (Glencoe/McGraw-Hill); 2010	Yes	0%
<b>Foreign Language</b>	Spanish: TPRS Instructional Materials (Blaine Ray Workshops); 2007 French: Bien Dit! (Holt-McDougal); 2009 ASL: A Basic Course in ASL (TJ Publishers/Harris Communication) 1999 Signing Naturally (DawnSign Press); 1999 ASL: Green Book Series (The Green Book); 2000 Chinese: Integrated Chinese (Cheng & Tsuzi Co.); 2014	Yes	0%

<b>Health</b>	Lifetime Health (Houghton-Mifflin) © 2009	Yes	0%
<b>Visual and Performing Arts</b>	Art: Art Talk (Glencoe/McGraw Hill) © 2000; Creative Artist (North Light Books); Keys to Drawing (North Light Books) Music: Essential Elements for Choirs (Glencoe/McGraw Hill); Guitar Method Books (Mel Bay); The Enjoyment of Music (Peoples Publishing); Music! Its Role & Importance in Our Lives (Glencoe/McGraw Hill); Sight Singing (Masterworks Press); Exercises for Ensemble Drill(JW Pepper Music Co); Artistry of Fundamentals-Band)	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	All district science labs are fully equipped to teach students the standards-aligned science curricula.	Yes	0%

## School Facility Conditions and Planned Improvements

There are 4 buildings that comprise the Shasta Collegiate Academy (SCA) Campus:

1. Administration and the main office.
2. Core academic instructors.
3. Education Specialist (Special Education) and the Medical Independent Study instructor.
4. Facilitator of the Cal-SAFE Program.

The grounds have picnic tables that are frequently occupied by groups of students studying or socializing. The rooms and restrooms are safe and cleaned daily. New signs were added in 2020-2021 to the main office and the road leading to the school. SCA has been designated a Williams Act school and is subject to an annual audit of the facilities conducted by the Shasta County Office of Education.

The maintenance and custodial departments ensure that the facilities are cleaned and maintained on a daily basis. The District continually updates and repairs our campus as needed through a deferred maintenance program.

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

06/25/2020

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	Water stains in ceiling tiles rooms 405, 404, 403, 402.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Light diffuser missing rm. 401.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Dry rot on west siding of 302.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Trip hazard at entry to ramp on cement/asphalt seam portable 302

**Overall Facility Rate**

<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	140	76	54.29	45.71	67.11
Female	79	42	53.16	46.84	73.81
Male	61	34	55.74	44.26	58.82
American Indian or Alaska Native		--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	20	12	60	40	75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	9	75	25	--
White	95	47	49.47	50.53	61.7
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	12	8	66.67	33.33	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	84	40	47.62	52.38	70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	2	15.38	84.62	--

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	140	75	53.57	46.43	21.33
Female	79	41	51.90	48.10	14.63
Male	61	34	55.74	44.26	29.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	20	12	60.00	40.00	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	9	75.00	25.00	--
White	95	46	48.42	51.58	19.57
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	12	8	66.67	33.33	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	84	40	47.62	52.38	12.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	2	15.38	84.62	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	33.33	N/A	38.43	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	232	72	31.03	68.97	33.33
<b>Female</b>	119	38	31.93	68.07	31.58
<b>Male</b>	113	34	30.09	69.91	35.29
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	7	58.33	41.67	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	34	12	35.29	64.71	33.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	8	44.44	55.56	--
<b>White</b>	159	45	28.30	71.70	37.78
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	16	8	50.00	50.00	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	123	38	30.89	69.11	23.68
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	2	10.00	90.00	--





The Shasta Union High School District offers CTE Career Pathways in the following Industry Sectors that are all aligned to the Model Curriculum Standards:

Agriculture and Natural Resources  
Arts, Media, and Entertainment  
Building and Construction Trades  
Business and Finance  
Education, Child Development, and Family Services  
Engineering and Architecture  
Health Science and Medical Technology  
Hospitality, Tourism, and Recreation  
Information and Communication Technologies  
Manufacturing and Product Development  
Public Services

Many of the CTE courses are Dual Enrolled or Articulated with Shasta College and offer students an opportunity to earn college credit and receive a strong experience and understanding of all aspects of the industry they may consider pursuing a future career. Most pathways also offer Industry Certifications and/or local Internship opportunities. A variety of CTE courses are also A-G approved. The District promotes, supports, and provides services that ensure all students have full and equitable participation in all CTE programs and courses. Support services are available for students with special needs. These services may include guidance and counseling, assessment; transitional services; and modifications to and reasonable accommodations for curriculum, equipment, and facilities. These services ensure special needs students are recruited, enrolled, supported, and complete CTE courses and programs.

Program sequences are offered in 27 Career Pathways that lead to post-secondary educational opportunities, industry certifications, and employment placements:

**INDUSTRY SECTOR: AGRICULTURE and NATURAL RESOURCES**

CAREER PATHWAY: PLANT and SOIL SCIENCE Integrated AG Biology Plant & Soil Science  
CAREER PATHWAY: ANIMAL SCIENCE Integrated AG Biology Animal Science  
CAREER PATHWAY: AGRICULTURAL MECHANICS AG Mechanics 1 AG Mechanics 2 AG Mechanics 3-4  
CAREER PATHWAY: PLANT and SOIL SCIENCE Viticulture  
CAREER PATHWAY: AGRISCIENCE AG Physical Science Integrated AG Biology

**INDUSTRY SECTOR: BUILDING and CONSTRUCTION TRADES**

CAREER PATHWAY: RESIDENTIAL and COMMERCIAL CONSTRUCTION Construction Technology Careers  
CAREER PATHWAY: CABINETRY, MILLWORK, and WOODWORKING Construction Principles The Art of Fine Woodworking

**INDUSTRY SECTOR: BUSINESS and FINANCE**

CAREER PATHWAY: BUSINESS MANAGEMENT Computer Literacy Introduction to Business

**INDUSTRY SECTOR: EDUCATION, CHILD DEVELOPMENT, and FAMILY SERVICES**

CAREER PATHWAY: EDUCATION Early Childhood Education Careers

**INDUSTRY SECTOR: ENGINEERING and ARCHITECTURE**

CAREER PATHWAY: ARCHITECTURAL DESIGN Exploring Engineering Computer Science Principles  
CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering Robotics Applications  
CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering Space Science and Engineering  
CAREER PATHWAY: ENGINEERING TECHNOLOGY Robotics Eng. Tech. Space Science and Engineering  
CAREER PATHWAY: ENGINEERING DESIGN Exploring Engineering Computer Aided Drafting

**INDUSTRY SECTOR: HEALTH SCIENCE and MEDICAL TECHNOLOGY**

CAREER PATHWAY: PATIENT CARE Intro. to Medical Careers Medical Clinical  
CAREER PATHWAY: PATIENT CARE Dental Careers  
CAREER PATHWAY: PATIENT CARE Sports Medicine

**INDUSTRY SECTOR: HOSPITALITY, TOURISM, and RECREATION**

CAREER PATHWAY: FOOD SERVICE and HOSPITALITY Culinary Arts Catering, Baking, & Contemporary Cuisine  
CAREER PATHWAY: FOOD SERVICE and HOSPITALITY Chef Prep



## 2020-21 Career Technical Education Programs

INDUSTRY SECTOR: INFORMATION and COMMUNICATION TECHNOLOGIES

CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT

Computer Literacy

Computer Science Principles

CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT

Computer Literacy

PC Graphics and Design

INDUSTRY SECTOR: MANUFACTURING and PRODUCT DEVELOPMENT

CAREER PATHWAY: MACHINING and FORMING TECHNOLOGIES

Exploring Engineering

Advanced Manufacturing

CAREER PATHWAY: PRODUCT INNOVATION and DESIGN

Computer-Aided Drafting Advanced Manufacturing

CAREER PATHWAY: GRAPHIC PRODUCTION TECHNOLOGIES

Exploring Engineering

PC Graphics and Design

Design

INDUSTRY SECTOR: PUBLIC SERVICES

CAREER PATHWAY: EMERGENCY RESPONSE

Fire Technology

CAREER PATHWAY: EMERGENCY RESPONSE

Emergency Medical Technician

CAREER PATHWAY: PUBLIC SAFETY

Administration of Justice

Programs are evaluated and updated each year with the CTE Director and program advisory committees. The District CTE Advisory is run by the CTE Director and includes industry representatives from all the CTE pathways in the District.

## 2020-21 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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.06
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	2.17

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Shasta Collegiate Academy (SCA) is an independent study high school in which the students spend the majority of their time at home working individually on assignments. Parents are encouraged to be active participants in their student's education at SCA. The primary opportunity to become involved with their student's education is at home helping and encouraging their student to complete his or her weekly assignments. Parents must meet with their students' teacher at least two times per year to complete a master agreement and to discuss and determine upcoming courses.

Parent involvement opportunities:

- Student success meetings
- Back to school night
- Open house
- Aeries Parent Portal
- Free Application for Federal Student Aid (FAFSA) informational meetings
- Principal's Newsletter
- Parent Square
- Graduation Plan updates
- Teacher-parent contact
- School Website

## 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	12.9	3.2	3.1	3.5	4.0	4.2	9.0	8.9	9.4
<b>Graduation Rate</b>	76.5	77.4	73.1	92.3	90.8	88.7	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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>	130	95	73.1
<b>Female</b>	65	49	75.4
<b>Male</b>	65	46	70.8
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	17	14	82.4
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	97	70	72.2
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	11	7	63.6
<b>Socioeconomically Disadvantaged</b>	85	61	71.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	16	6	37.5

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	557	530	381	71.9
Female	296	282	198	70.2
Male	260	247	182	73.7
American Indian or Alaska Native	18	18	12	66.7
Asian	27	24	23	95.8
Black or African American	7	6	4	66.7
Filipino	2	2	2	100.0
Hispanic or Latino	79	74	55	74.3
Native Hawaiian or Pacific Islander	7	7	3	42.9
Two or More Races	27	25	19	76.0
White	386	370	261	70.5
English Learners	12	12	12	100.0
Foster Youth	5	5	2	40.0
Homeless	19	19	11	57.9
Socioeconomically Disadvantaged	319	303	216	71.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	46	42	9	21.4

### 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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.00	0.00	5.67	2.10	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.25	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	4.20	2.45
<b>Expulsions</b>	0.00	0.02	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

The School Safety Team at Shasta Collegiate Academy (SCA) meets for the annual review of the School Safety Emergency Action Plan. Parent, student, classified, certificated, School Site Council, and administrative representation constituted the makeup of the School Safety Team Review committee. This plan has been tailored to meet the specific needs of SCA. The safety plan includes the mandated components of Senate Bill 187 including:

Child Abuse reporting procedures

Routine and emergency disaster procedures including natural disasters, power outage, human-created disasters, CODE RED, and other emergency actions

Policies pursuant to Education Code 48915(c) and other school designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations

Procedures to notify teachers of dangerous students Sexual Harassment Policy

Dress Code

Safe ingress and egress to and from school

A safe and orderly environment conducive to learning Rules and procedures on school discipline

Please note that this plan includes procedures for a variety of emergencies and situations, from an intruder on campus to a natural disaster. It has been designed to complement the District's Emergency Disaster Preparedness Plan and Manual, which provides more detail on procedures and preparedness. It is a general guideline to assist School Administrators, Emergency Services (first responders), and others in the event of an incident at SCA. The guidelines contained within this plan can vary based on the nature of the incident, structural integrity, water and power supplies, and most importantly the safety of the staff, students, and school community. Finally, this plan contains a variety of other information including but not limited to the following:

Exposure control for bloodborne pathogens

Hate motivated crimes

School community alerts on sexual predators

Safety Multi-Disciplinary Team/Crisis Response Team/After Care

Suicide on campus

Arrest of student

The District Safety Team meets monthly and consists of the principal at SCA and other staff members from the programs that share this site.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	6	22		
Mathematics	4	19		
Science	4	14		
Social Science	6	27		

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	5	24		
Mathematics	7	20	1	
Science	5	13		
Social Science	4	34		

## 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	5	93	1	
Mathematics	8	82	4	
Science	4	79		
Social Science	4	133		

## 2020-21 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	

## 2020-21 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>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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>	6862	508	6354	74168
<b>District</b>	N/A	N/A	6591	\$76,081
<b>Percent Difference - School Site and District</b>	N/A	N/A	-3.7	-2.5
<b>State</b>			\$8,444	\$83,672
<b>Percent Difference - School Site and State</b>	N/A	N/A	-28.2	-12.0

## 2020-21 Types of Services Funded

Shasta Collegiate Academy transitioned from a Targeted Assistance Program to a School-wide Program in the 2019 school year, which will now allow the school to provide Title 1 services to more students. The school conducts a needs assessment via the school site council to determine how to utilize its resources.

Cal-SAFE categorical state funding is available for male and female teen parents or expectant parents. Although categorical funding is currently "flexed", the district utilizes the funds to support the program. This program is housed on the Shasta Collegiate Academy campus. It is a district-wide program in which the student can determine to stay in their home school or attend Shasta Collegiate Academy. The majority of the students choose to attend Shasta Collegiate Academy.

Funding is also available for homeless services.

In addition, services are available for ELL students through the site ELL liaison.

There are also community programs that work directly with the school to provide services for students (Children First).

Personal counseling services are provided by an outside agency.



## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,320	\$50,546
Mid-Range Teacher Salary	\$72,778	\$81,807
Highest Teacher Salary	\$97,650	\$103,463
Average Principal Salary (Elementary)	\$0	\$0
Average Principal Salary (Middle)	\$0	\$169,216
Average Principal Salary (High)	\$145,903	\$140,004
Superintendent Salary	\$172,585	\$182,878
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	5%	6%

## 2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	5.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	4
Social Science	14
<b>Total AP Courses Offered</b>	<b>23</b>

## Professional Development

Shasta Collegiate Academy Faculty have participated in and attended the following staff development and training events:

- The virtual California Consortium for Independent Study Conference.
- Mount Lassen Math Council Conference
- The California Math Council Conference
- The District algebra in-service week
- The Asilomar California Math Council.
- Teen Now Conference.
- District-sponsored literacy workshops
- MAA training
- School Site Council training
- District Leadership Classes
- WASC training
- Datawise training
- ACES training
- ERWC training
- CPR and First Aid training
- Foster Youth
- Weekly staff development meetings
- Google Suite training

Administration and faculty attend professional conferences and in-services conducted by the District to ensure the program is compliant and that best teaching practices are utilized.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	

# Shasta Union High School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Shasta Union High School District
<b>Phone Number</b>	530-241-3261
<b>Superintendent</b>	Jim Cloney
<b>Email Address</b>	jcloney@suhsd.net
<b>District Website Address</b>	<a href="http://www.suhsd.net">http://www.suhsd.net</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	1040	849	81.63	18.37	67.26
<b>Female</b>	507	425	83.83	16.17	74.70
<b>Male</b>	533	424	79.55	20.45	59.81
<b>American Indian or Alaska Native</b>	29	22	75.86	24.14	63.64
<b>Asian</b>	53	42	79.25	20.75	73.81
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	160	132	82.50	17.50	62.12
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	78	62	79.49	20.51	59.68
<b>White</b>	698	573	82.09	17.91	69.65
<b>English Learners</b>	18	9	50.00	50.00	--
<b>Foster Youth</b>	13	8	61.54	38.46	--
<b>Homeless</b>	20	14	70.00	30.00	28.57
<b>Military</b>	23	20	86.96	13.04	55.00
<b>Socioeconomically Disadvantaged</b>	417	306	73.38	26.62	60.98
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	128	92	71.88	28.12	14.13

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1040	840	80.77	19.23	40.52
Female	507	417	82.25	17.75	41.97
Male	533	423	79.36	20.64	39.10
American Indian or Alaska Native	29	21	72.41	27.59	23.81
Asian	53	43	81.13	18.87	46.51
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	136	85.00	15.00	30.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	78	60	76.92	23.08	31.67
White	698	564	80.80		44.40
English Learners	18	8	44.44	55.56	--
Foster Youth	13	7	53.85	46.15	--
Homeless	20	16	80.00	20.00	0.00
Military	23	18	78.26	21.74	44.44
Socioeconomically Disadvantaged	417	299	71.70	28.30	29.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	128	87	67.97	32.03	10.34

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

