

# **Shasta Collegiate Academy**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

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

## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

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#### 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.

### Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 9                 | 6                  |
| Grade 10                | 28                 |
| Grade 11                | 28                 |
| Grade 12                | 48                 |
| <b>Total Enrollment</b> | <b>110</b>         |

### Student Enrollment by Student Group (School Year 2019-2020)

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American        | 0.9                         |
| American Indian or Alaska Native | 4.5                         |
| Filipino                         | 0.9                         |
| Hispanic or Latino               | 12.7                        |
| White                            | 69.1                        |
| Two or More Races                | 10                          |
| Socioeconomically Disadvantaged  | 61.8                        |
| English Learners                 | 0.9                         |
| Students with Disabilities       | 9.1                         |
| Foster Youth                     | 0.9                         |
| Homeless                         | 8.2                         |

## 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

## Teacher Credentials

| Teachers   | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential   | 6              | 6              | 22             | 238              |
| Without Full Credential  | 0              | 0              | 0              | 14               |
| Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              | 8                |

## Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: Jan 2020

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

| Subject               | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|--|
| Reading/Language Arts | English I: Pearson Literature for California Grade 9; 2015<br>English II: Pearson Literature for California Grade 10; 2015<br>English III: Pearson Grade 11 Custom Literature; 2012 & Pearson Literature for California Grade 11; 2015<br>English IV: CSU Expository Reading & Writing Course Workbook; 2012  | Yes                        | 0%   |
| Mathematics           | Math 1: Core Connections Integrated I (CPM); 2014<br>Math 2: Core Connections Integrated II (CPM); 2015<br>Math 3: Core Connections Integrated III (CPM); 2015<br>Math 3 Honors, Trigonometry/Precalculus: Precalculus: Graphical, Numerical, Algebraic (Prentice Hall); 2016<br>CP Statistics: Stats in Your World (Pearson); 2012<br>AP Statistics: Stats Modeling the World; 2016<br>AP Calculus: Calculus Graphical, Numerical, Algebraic; 2016 | Yes                        | 0%   |

| Subject                           | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|---|----------------------------|--|
| <b>Science</b>                    | Physical/Earth Science: Holt California Earth Science (Holt-McDougal) © 2007<br>Biology: Holt Biology, California Edition (Holt, Rinehart & Winston) © 2006<br>Chemistry: Holt Modern Chemistry (Holt, Rinehart & Winston) © 2002<br>CA Chemistry: Matter & Change (Glencoe/McGraw-Hill) © 2007<br>Physics: Holt Physics (Holt, Rinehart & Winston) © 2006  | Yes                        | 0%   |
| <b>History-Social Science</b>     | Personal Growth: Career Choices (Academic Innovations); 2011<br>& Positive Prevention Plus (Positive Prevention Plus) 2016<br>Geography: World Geography and Cultures (Glencoe/McGraw-Hill);2012<br>World History: Patterns of Interaction (Holt-McDougal/Littell); 2012<br>U.S. History: The Americans: Reconstruction to the 21st Century (McDougal Littell); 2012<br>Economics: Economics: Principles and Practices (Glencoe/McGraw-Hill); 2010      | Yes                        | 0%   |
| <b>Foreign Language</b>           | Spanish: TPRS Instructional Materials (Blaine Ray Workshops); 2007<br>French: Bien Dit! (Holt-McDougal); 2009<br>ASL: A Basic Course in ASL (TJ Publishers/Harris Communication) 1999<br>Signing Naturally (DawnSign Press); 1999<br>ASL: Green Book Series (The Green Book); 2000<br>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;<br>Creative Artist (North Light Books); Keys to Drawing (North Light Books)<br>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%   |

| Subject   | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|----------------------------|--|
| <b>Science Laboratory Equipment (grades 9-12)</b> | All district science labs are fully equipped to teach students the standards-aligned science curricula. |                            | 0%   |

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

## 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.

## School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 06/25/2020**

| System Inspected  | Rating | Repair Needed and Action Taken or Planned               |
|---|--------|---|
| <b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>                 | Good   |   |
| <b>Interior: Interior Surfaces</b>                                | Fair   | Water stains in ceiling tiles rooms 405, 404, 403, 402. |
| <b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b> | Good   |   |
| <b>Electrical: Electrical</b>                                     | Good   | Light diffuser missing rm. 401.                         |
| <b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>           | Good   |   |
| <b>Safety: Fire Safety, Hazardous Materials</b>                   | Good   |   |
| <b>Structural: Structural Damage, Roofs</b>                       | Good   | Dry rot on west siding of 302.                          |

| System Inspected  | Rating | Repair Needed and Action Taken or Planned                        |
|---|--------|--|
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good   | Trip hazard at entry to ramp on cement/asphalt seam portable 302 |
| Overall Rating  | Good   |  |

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject  | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 34             | N/A            | 63               | N/A              | 50            | N/A           |
| Mathematics (grades 3-8 and 11)                    | 5              | N/A            | 47               | N/A              | 39            | N/A           |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female                           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American        | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native | N/A              | N/A           | N/A            | N/A                | N/A                     |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                        | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male                                | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian                               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White                               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities          | N/A              | N/A           | N/A            | N/A                | N/A                     |



| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

| Subject                               | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 7              | N/A            | 41               | N/A              | 30            | N/A           |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### Career Technical Education Programs (School Year 2019-2020)

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

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

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.

**Career Technical Education (CTE) Participation (School Year 2019-2020)**

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 22                        |
| 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 |                           |

## Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission          | 98.18   |
| 2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission | 0       |

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

| 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 |
|-------------|--|--|---|
| 5           | N/A  | N/A  | N/A   |
| 7           | N/A  | N/A  | N/A   |
| 9           | N/A  | N/A  | N/A   |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

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  
 School Messenger  
 Graduation Plan updates  
 Teacher-parent contact  
 School Website

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

| Indicator       | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate    | 10.7           | 17.2           | 12.9           | 3.6              | 4.4              | 3.5              | 9.1           | 9.6           | 9             |
| Graduation Rate | 53.6           | 50             | 76.5           | 90.2             | 89.4             | 92.3             | 82.7          | 83            | 84.5          |

### 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

(data collected between July through June, each full school year respectively)

| Rate        | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.0            | 0.0            | 5.1              | 5.7              | 3.5           | 3.5           |
| Expulsions  | 0.0            | 0.0            | 0.1              | 0.3              | 0.1           | 0.1           |

#### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 1.7            | 2.9              |               |
| Expulsions  | 0.0            | .02              |               |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

#### School Safety Plan (School Year 2020-2021)

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.

### Average Class Size and Class Size Distribution (Secondary)

| Subject               | 2017-18            | 2017-18                    | 2017-18                     | 2017-18                   | 2018-19            | 2018-19                    | 2018-19                     | 2018-19                   | 2019-20            | 2019-20                    | 2019-20                     | 2019-20                   |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
|                       | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ |
| English Language Arts | 6                  | 22                         |                             |                           | 6                  | 22                         |                             |                           | 5                  | 24                         |                             |                           |
| Mathematics           | 5                  | 18                         |                             |                           | 4                  | 19                         |                             |                           | 7                  | 20                         | 1                           |                           |
| Science               | 4                  | 15                         |                             |                           | 4                  | 14                         |                             |                           | 5                  | 13                         |                             |                           |
| Social Science        | 7                  | 26                         |                             |                           | 6                  | 27                         |                             |                           | 4                  | 34                         |                             |                           |

\*Number of classes indicates how many classrooms 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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title                | Ratio |
|----------------------|-------|
| Academic Counselors* | 0     |

\*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.

### Student Support Services Staff (School Year 2019-2020)

| 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   | 0.6                               |

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | 6862                         | 508                                 | 6354                                  | 74168                  |
| District                                      | N/A                          | N/A                                 | 6591                                  | \$76,402               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -3.7                                  | -3.0                   |
| State   | N/A                          | N/A                                 | \$7,750                               | \$90,287               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -19.8                                 | -19.6                  |

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

### Types of Services Funded (Fiscal Year 2019-2020)

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.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$46,724        | \$52,670                                     |
| Mid-Range Teacher Salary                      | \$72,057        | \$89,660                                     |
| Highest Teacher Salary                        | \$93,658        | \$112,761                                    |
| Average Principal Salary (Elementary)         |                 |  |
| Average Principal Salary (Middle)             |                 | \$142,638                                    |
| Average Principal Salary (High)               | \$139,134       | \$158,074                                    |
| Superintendent Salary                         | \$170,876       | \$250,285                                    |
| Percent of Budget for Teacher Salaries        | 30.0            | 32.0   |
| Percent of Budget for Administrative Salaries | 5.0             | 5.0  |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2019-2020)

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         |                               | N/A                               |
| English                  |                               | N/A                               |
| Fine and Performing Arts |                               | N/A                               |
| Foreign Language         |                               | N/A                               |
| Mathematics              |                               | N/A                               |
| Science                  |                               | N/A                               |
| Social Science           |                               | N/A                               |
| All courses              |                               |                                   |

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

### Professional Development (Most Recent Three Years)

| Measure   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 36      | 36      | 36      |

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.