Shasta Collegiate Academy
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School 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
School Website	https://www.shastacollegiateacademy.net/
Grade Span	9-12
County-District-School (CDS) Code	4570136-4530309

2025-26 District Contact Information

District Name	Shasta Union High School District
Phone Number	530-241-3261
Superintendent	Jim Cloney
Email Address	jcloney@suhsd.net
District Website	http://www.suhsd.net

2025-26 School Description and Mission Statement

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 Canvas.

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 and science.

SCA There are 4 buildings that comprise the SCA Campus:

1. Administration and the main office.
2. Core academic instructors.
3. Education Specialist (Special Education).
4. Core academic instructor.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	6
Grade 10	14
Grade 11	27
Grade 12	29
Total Enrollment	76

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	65.8
Male	34.2
American Indian or Alaska Native	5.3
Asian	3.9
Hispanic or Latino	14.5
Two or More Races	5.3
White	68.4
Homeless	1.3
Socioeconomically Disadvantaged	46.1
Students with Disabilities	10.5

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.8	42.35	212.7	82.76	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.9	0.77	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	5.3	2.06	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.2	57.65	28.1	10.93	11953.1	4.28
Unknown/Incomplete/NA	0	0	8.9	3.46	15831.9	5.67
Total Teaching Positions	9	100	257.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.3	41.88	203.9	78.92	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	5.1	2	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	12.4	4.82	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.3	54.25	27	10.47	11746.9	4.23
Unknown/Incomplete/NA	0.3	3.75	9.7	3.77	14303.8	5.15
Total Teaching Positions	8	100	258.4	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.9	57.04	204.2	77.46	230039.4	100
Intern Credential Holders Properly Assigned	0	0	4.7	1.81	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	9.2	3.51	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.5	40.86	28.5	10.83	12112.8	4.34
Unknown/Incomplete/NA	0.1	2.1	16.8	6.39	13705.8	4.91
Total Teaching Positions	8.5	100	263.6	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	5.20	4.3	3.5
Total Out-of-Field Teachers	5.20	4.3	3.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	Dec 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CP English I: Common Core Literature Grade 9; Pearson 2015 Honors English I: Foundations of Language and Literature; Bedford, Freeman Worth 2017 CP English II: Common Core Literature Grade 10; Pearson 2015 CP English III: Common Core Literature The American Experience: Pearson 2015 AP English III: Language of Composition; Bedford Freeman Worth 2018 AP English IV: Literature 2022 CP English IV: ERWC 3.0 curriculum-- adopted in 2019	0%
Mathematics	CP & Honors Math 1-CPM Core Connections Integrated 1-2014 CP Honors Math 2, 2A & 2B-CPM Core ZConnections Integrated 2 -2015 CP Math 3- CPM Core Connections Integrated 3-2015 AP Trig/Pre-Calc-Pearson Precalculus 8th Edition-2022 CP Statistics: Stats in Your World (Pearson) ;2012 AP Statistics: Stats Modeling the World; 2016 AP Calculus: Calculus Graphical, Numerical, Algebraic; 2016 Financial Literacy-Cengage Financial Algebra 2nd Edition- 2022	0%
Science	AP Physics: College Physics - A Strategic Approach, Knight, Jones, & Field, Pearson Publishers 2015 Modern Chemistry, Holt, Rinehart, and Winston, 2020 Inspire Earth Science, McGraw-Hill, 2020 Inspire Biology, McGraw-Hill, 2020 Applied Sci: Conceptual Integrated Science (Pearson)-2015 APES: Environmental Science for the AP Course -2018 AP Biology, Pearson 2018 Essentials of Human Anatomy & Physiology, Pearson 2019	0%

History-Social Science	CP Geography—The Human and Physical World ©2018; McGraw-Hill (new edition 2020) AP-Human Geography -Cultural Landscape An Introduction to Human Geography 14th Edition, James M. Rubenstein (PEARSON) (c 2024) Adopted 2023-24 CP Modern World History (1 st Ed) – adopted Fall 2022 AP European History: Western Civilization 2021 U.S. History: CP = HMH US History ©2018 – adopted Fall 2022 AP US History: Give me Liberty! AP Edition 6th edition (W.W Norton Co) 2020 CP Economics "Contemporary Economics" 4th ed (William A. McEachern) 2014 AP Economics: Macroeconomics "Krugman's Economics for AP" (Margaret Ray and David Anderson) 3rd Edition ©2019 Worth Publishers adopted 2021-22 AP Economics: Microeconomics Principles of Economics author: Mankiw AP Economics: Microeconomics "economics" by McConnell, Brue, Flynn, 2015, American Government: Magruder's American Government (Prentice Hall); 2019 AP Government: American Government: Institutions and Policies 16E by James Q Wilson, ©2019 AP Government: Stories of a Nation c2021 1st edition (BFW Publishers) adopted 2022 AP Psychology: Myers Psychology for AP (MacMillan Learning/BFW) ©2018 adopted 2018-19 Psychology: Psychology in Everyday Life (Bedford, Freeman & Worth) 2018	0%
Foreign Language	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	0%
Health	Positive Prevention Plus – consumable workbooks © 2021; adopted Spring 2016	0%
Visual and Performing Arts	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)	0%
Science Laboratory Equipment (grades 9-12)	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 3 buildings that comprise the Shasta Collegiate Academy (SCA) Campus:

1. Administration and the main office
2. Core academic instructors and the Education Specialist (Special Education)
3. Academic lab.

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	12/2/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Uneven concrete on walkway/ Trip hazard room 402. Missing the evacuation map in room 301.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	64	78	64	65	47	48
Mathematics (grades 3-8 and 11)	29	44	45	47	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	38	36	94.74	5.26	77.78
Female	25	24	96.00	4.00	79.17
Male	13	12	92.31	7.69	75.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	26	96.30	3.70	76.92
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	19	90.48	9.52	68.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	38	36	94.74	5.26	44.44
Female	25	24	96.00	4.00	41.67
Male	13	12	92.31	7.69	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	26	96.30	3.70	46.15
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	19	90.48	9.52	52.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	32.38	43.84	39.34	41.28	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	73	97.33	2.67	43.84
Female	52	51	98.08	1.92	39.22
Male	23	22	95.65	4.35	54.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	12	11	91.67	8.33	45.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	52	51	98.08	1.92	45.10
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	37	94.87	5.13	40.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

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 CTE courses are dual-enrolled or articulated with Shasta College, giving students the opportunity to earn college credit and gain a strong understanding of all aspects of the industry, which they may consider pursuing as 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, the curriculum, equipment, and facilities. These services ensure that students with special needs are recruited, enrolled, supported, and able to 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: ANIMAL SCIENCE   Veterinarian Technician

INDUSTRY SECTOR: BUILDING and CONSTRUCTION TRADES
CAREER PATHWAY: RESIDENTIAL and COMMERCIAL CONSTRUCTION   Construction Technology Careers
CAREER PATHWAY: CABINETRY, MILLWORK, and WOODWORKING The Art of Fine Woodworking   Construction Principles
CAREER PATHWAY: MANUFACTURING AND PRODUCT DEVELOPMENT   Welding and Materials Joining

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: 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
CAREER PATHWAY: PATIENT CARE   Bio Med
CAREER PATHWAY: PATIENT CARE   Pharmachology

INDUSTRY SECTOR: HOSPITALITY, TOURISM, and RECREATION
CAREER PATHWAY: FOOD SERVICE and HOSPITALITY Culinary Arts   Introduction to Culinary Arts, & 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: Arts, Media, and Entertainment
CAREER PATHWAY: Design, Visual, and Media Arts
CAREER PATHWAY: Performing Arts
CAREER PATHWAY: Production and Managerial Arts

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

2024-25 Career Technical Education Programs

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 annually in collaboration with the CTE Director and program advisory committees. The CTE Director leads the District CTE Advisory and includes industry representatives from all District CTE pathways.

2024-25 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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	57.25
Graduates Who Completed All Courses Required for UC/CSU Admission	28.21

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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:

Orientation
Student success meetings
Aeries Parent Portal
Free Application for Federal Student Aid (FAFSA) informational meetings
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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3.3	7.1	2.6	4	4.8	3.6	8.2	8.9	8
Graduation Rate	91.2	84.7	97.4	90.8	91.6	93.7	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	39	38	97.4
Female	30	29	96.7
Male	--	--	--
Non-Binary	0	0	0.00
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	27	26	96.3
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	29	28	96.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	135	118	58	49.2
Female	89	78	34	43.6
Male	45	39	23	59.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	16	8	50.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	95	83	44	53.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	76	65	34	52.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	12	11	0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

					Suspensions				
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	5.65	4.76	4.39	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

					Expulsions				
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.02	0.09	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	31	0	0
Mathematics	7	34	1	0
Science	8	27	3	0
Social Science	6	45	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	15	6	1	1
Mathematics	8	11	1	
Science	9	6	1	
Social Science	11	13	1	1

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	6		
Mathematics	6	9		
Science	9	6		
Social Science	9	10	1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	119

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,407	$1,083	$10,324	$81,463
District	N/A	N/A	$7,266	$88,313
Percent Difference - School Site and District	N/A	N/A	34.8	-0.8
State	N/A	N/A	$11,146	$100,016
Percent Difference - School Site and State	N/A	N/A	-4.2	-14.0

Fiscal Year 2024-25 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).

Fiscal Year 2024-25 Types of Services Funded

Personal counseling services are provided by an outside agency.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,221	$59,531
Mid-Range Teacher Salary	$86,051	$95,178
Highest Teacher Salary	$114,903	$118,880
Average Principal Salary (Elementary)		$122,892
Average Principal Salary (Middle)		$148,230
Average Principal Salary (High)	$147,063	$163,784
Superintendent Salary	$205,423	$227,673
Percent of Budget for Teacher Salaries	27.49%	26.91%
Percent of Budget for Administrative Salaries	4.15%	5.63%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered
Where there are student course enrollments of at least one student.	0

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
ALICE training
PLC 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	36	45	