

Northern Summit Academy-Shasta (NSA)

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Northern Summit Academy-Shasta (NSA)
Street	2301 Balls Ferry Rd., Anderson, CA 96007
City, State, Zip	Anderson
Phone Number	(530) 338-1399
Principal	Julia Knight
Email Address	jknight@northernsummitacademy.org
School Website	www.ns-academy.org
Grade Span	TK-12
County-District-School (CDS) Code	45-10454-0129957

2025-26 District Contact Information

District Name	Northern Summit Academy - Shasta
Phone Number	(530)338-1399
Superintendent	Julia Knight
Email Address	jknight@northernsummitacademy.org
District Website	www.ns-academy.org

2025-26 School Description and Mission Statement

Northern Summit Academy is a unique charter school that relies on parent participation in conjunction with independent study opportunities for students. There are approximately 200 students enrolled in this charter school. Northern Summit Academy-Shasta envisions enabling students to move through compulsory TK-12 education into post-high school opportunities with the confidence that their education, personal well-being, and contributions as members of a global society are valuable and personally controllable. Students need to be nurtured into taking responsibility for creating a fulfilling, healthy life. To do this, young people need support in the form of personalized instruction, up-to-date resources, and healthy adult and peer relationships and activities. These supports will help develop healthy personal habits, collaborative work and social skills, and career goals and skills. Northern Summit Academy is committed to equipping students to meet the complex challenges of the

2025-26 School Description and Mission Statement

21st century. These habits and skills must be seen as having value and relevancy on a personal and community level.

The collaborative support system at Northern Summit Academy-Shasta enables each student, parent/guardian, staff member, and involved community member to contribute to developing each student as a valuable individual and a valuable, contributing community member. In addition, this collaboration provides opportunities for parents/guardians, staff members, and community members to realize their value as individuals and contributing members of our educational system.

Students in grades TK-12 have access to music, art, makerspace activities, technology, online and print course materials, independent study, and in-person classes. All students are fully integrated with grade-level peers. NSA participates in age/grade-appropriate field trips. The NSA Resource Center houses a library, Makerspace, Study Pods, Technology, a Science lab, a lunch area, and areas for meetings and classes. Students in grades 6 -12 have the opportunity to join our Leos Club, an officially sponsored youth arm of the Anderson Lions International, a community service organization.

Career Technical Education (CTE) and preparation for post-secondary options are an important part of the NSA program. Students begin career exploration in the 6th grade. High school students continue career exploration, as well as personal, post-secondary planning, and CTE Pathway participation on-site or in the local Regional Occupation Program (ROP). NSA's College/Career Coordinator supports high school students in concurrent enrollment, FAFSA, and other post-secondary opportunities and processes.

Vision
Northern Summit Academy supports students to complete their TK-12 education and enter into post-high school pursuits with the confidence that their education, personal well-being and contributions as members of a global society are valuable and personally controllable.

Mission
The mission of Northern Summit Academy is to “provide a personalized approach to providing a standards-based education and career awareness and preparation to students who need the flexibility of independent study combined with the support of classroom teachers, classes, and an academic environment.”

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Transitional Kindergarten (TK)	0
Kindergarten	5
Grade 1	6
Grade 2	8
Grade 3	6
Grade 4	14
Grade 5	11
Grade 6	15
Grade 7	15
Grade 8	16
Grade 9	24
Grade 10	21
Grade 11	39
Grade 12	35
Total Enrollment	215

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.44
Male	45.11
Non-Binary	0.004
American Indian or Alaska Native	2.33
Asian	0.93
Black or African American	0.47
Filipino	0
Hispanic or Latino	17.67
Native Hawaiian or Pacific Islander	0
Two or More Races	10.70
White	66.98
English Learners	1.39
Foster Youth	0
Homeless	5.58
Migrant	0
Socioeconomically Disadvantaged	67.44
Students with Disabilities	18.60

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)	6.4	48.07	28.3	58.83	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2	4.15	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.5	3.11	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.7	49.78	11.7	24.48	11953.1	4.28
Unknown/Incomplete/NA	0.2	2.15	4.5	9.4	15831.9	5.67
Total Teaching Positions	13.5	100	48.1	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)	6.2	47.91	28.2	62.69	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4	8.88	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.2	2.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.7	44.36	9.2	20.57	11746.9	4.23
Unknown/Incomplete/NA	1	7.73	2.2	4.99	14303.8	5.15
Total Teaching Positions	12.9	100	45	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)	3.8	33.42	26.2	57.28	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2	4.36	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.7	3.9	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.5	56.92	11.8	25.77	12112.8	4.34
Unknown/Incomplete/NA	1.1	9.66	3.9	8.68	13705.8	4.91
Total Teaching Positions	11.4	100	45.8	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	6.70	5.7	6.5
Total Out-of-Field Teachers	6.70	5.7	6.5

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	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)	0.8	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 following is a condensed list of curriculum that Northern Summit Academy-Shasta utilizes. All of the curriculum used by Northern Summit Academy-Shasta students is state-adopted and/or CA standards-aligned. Based on the personalized academic structure of the school program, a variety of curricula is available for the students. The selection of appropriate curriculum is based on student grade level standards and content, instructional levels, learning styles, program choices, and personal goals and needs. In addition, NSA-Shasta provides many ancillaries and supplemental materials, including intervention materials, for students as needed. NSA-Shasta provides Edgenuity online courses, and in-person English, Math, Health, and CTE courses to satisfy a-g requirements. The school offers a UC-approved Biology Lab in the resource center for the a-g Biology course. In addition to the curricula and courses offered by NSA-Shasta, qualified students have the opportunity to be concurrently enrolled in community college classes.

Year and month in which the data were collected

January 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	Sadlier Progress in Language Arts 2018, Prentice Hall, Glencoe, AGS, Collections, Houghton Mifflin (a-g), Edgenuity (includes a-g courses), Standards Plus, Saxon Phonics, Evan Moor Skills Sharpeners, Fiction and Non-Fiction Books, IXL, Air Reading, Science of Reading materials, and Spectrum Reading. All are reviewed and updated annually	0
Mathematics	Sadlier Progress in Mathematics 2018, My Math- McGraw Hill, Saxon and Excel, Spectrum Math, Standards Plus, Edgenuity (includes a-g courses), IXL. All are reviewed and updated annually.	0
Science	Glencoe, 2018 (a-g approved), Harcourt, Holt, Nancy Larson 2016, Bright Thinker, Generation Genius, Mystery Science, Edgenuity (includes a-g courses), Biology Wet Lab is UC approved. All are reviewed and updated annually.	0
History-Social Science	Glencoe 2018, Prentice Hall, AGS 2018, Harcourt, Studies Weekly, Bright Thinker, Steck Vaughn, Edgenuity (includes a-g courses), and IXL. All are reviewed and updated annually.	0
Foreign Language	Edgenuity (includes a-g courses). All are reviewed and updated annually.	0
Health	Goodheart Wilcox, Comprehensive Health Skills for Middle School and Comprehensive Health (HS), AGS, Steck Vaughn, Edgenuity (includes a-g courses). All are reviewed and updated annually.	0

Visual and Performing Arts	Glencoe, Edgenuity (includes a-g courses). All are reviewed and updated annually.	0
Science Laboratory Equipment (grades 9-12)	Biology Wet Lab is UC approved, microscopes, interactive boards, dissecting materials, various Forestry Tools, Earth Science Kits, biology kits, Elmo, cameras. All are reviewed and updated annually.	0

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

School Facility Conditions and Planned Improvements

The facilities are clean, well-maintained, and in excellent condition. The NSA staff performs monthly facility inspections. The fire extinguishers are inspected and recharged as required annually by a professional company. NSA has installed a fire and safety alert system that is state of the art and up to the newest codes. The sprinkler and alarm systems are inspected annually and monitored 24/7/365 by a professional service.

While anyone may enter the school foyer, only authorized persons (enrolled students, their parents/guardians, staff, and known approved professionals) may enter the school facility where staff and students are located. The entrance is controlled by key card access and staff-controlled access for nonstaff.

Year and month of the most recent FIT report

January 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Professionally inspected - December 2023
Interior: Interior Surfaces	X			newly painted - August 2019
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Professionally inspected - August 2019; inspected by staff monthly; cleaned daily
Electrical	X			Professionally inspected - August 2019 and December 2022
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Professionally inspected - August 2019. Professionally cleaned each week. Staff inspected weekly.
Safety: Fire Safety, Hazardous Materials	X			Professionally inspected, state of the art system installed, fully monitored - last inspected December 2024
Structural: Structural Damage, Roofs	X			Professionally re-roofed September 2020.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Windows and doors are in good, functioning repair. Windows were re-caulked November 2020. There is no playground.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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)	26	25	41	38	47	48
Mathematics (grades 3-8 and 11)	14	12	26	25	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	136	134	98.53	1.47	25.37
Female	69	68	98.55	1.45	26.47
Male	66	65	98.48	1.52	23.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	31.58
White	85	85	100.00	0.00	23.53
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	12	10	83.33	16.67	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	94	92	97.87	2.13	27.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	13.33

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	136	134	98.53	1.47	11.94
Female	69	68	98.55	1.45	14.71
Male	66	65	98.48	1.52	9.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00	0.00	12.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	26.32
White	85	85	100.00	0.00	8.24
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	12	10	83.33	16.67	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	94	92	97.87	2.13	8.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	10.00

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)	15.56	16.87	12.12	12.77	30.73	32.52

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	116	111	95.69	4.31	17.12
Female	59	57	96.61	3.39	12.28
Male	56	53	94.64	5.36	22.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00	0.00	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	85	82	96.47	3.53	17.07
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	71	95.95	4.05	11.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	5.56

2024-25 Career Technical Education Programs

Northern Summit Academy-Shasta has a goal that, eventually, each student will be college and career-prepared upon graduation. We currently have on-site Career Technical Pathways in the following areas; Vet Assistant, Information Technology, Forestry and Natural Resources, Hospitality and Food Service, Careers in Education, and Entrepreneurship. Additionally, NSA high school students have access to and participate in ROP pathways. The CTE Pathways work collaboratively with appropriate industry professionals, community partners, and settings for student field experiences and internships. Career Exploration assignments are infused into core subjects. All teachers, academic and career technical education teachers, include the college and career readiness standards in their teaching. High school students are encouraged to be concurrently enrolled at the local community college.

Career Technical Education Programs begin formally in 6th grade with a Career Exploration Course. 9th-grade students participate in a Career Choices Course which includes writing a 10-year plan. NSA requires all high school students to work towards being College and Career Prepared: at graduation. Completing a CTE Pathway is strongly encouraged. The instruction for CTE courses and pathways is delivered on-site. Instruction and pathways are enhanced by relevant field trips and relevant industry experiences. Students in CTE Pathways are required to complete internship hours in pathway-related settings.

The primary representative of the CTE's advisory committee is the Executive Director, who is assisted by the CTE Coordinator. Industries that are represented on the committee include veterinary medicine, animal rescue, forestry, local entrepreneurs,

2024-25 Career Technical Education Programs

education, and information technology.

The percentage of Prepared students grew from 12.1% in 2023, 25% in 2024, to 33.3% in 2025.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	108
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	25.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	12.1

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	80.67
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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 5	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 9	97	97	97	97	97

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.
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2025-26 Opportunities for Parental Involvement
Northern Summit Academy-Shasta relies on parents as vested partners in their children's education. We are a personalized learning, non-classroom-based program that requires teachers to collaborate with families to plan and support each child's education. Parents in our program have a tremendous amount of responsibility and control over their children's education. In addition, parents can participate in the school Advisory Council, field trips, volunteerism, fundraising, and daily routines and activities. Parents are encouraged to be involved anywhere possible. We are an example of true community involvement and engagement in education.

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	12.1	0	2.8	17.9	24.5	9.3	8.2	8.9	8
Graduation Rate	87.9	100	94.4	78.6	75.5	85.6	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	36	34	94.4
Female	18	16	88.9
Male	18	18	100.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
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	28	26	92.9
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	31	29	93.5
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	319	282	29	10.3
Female	170	150	14	9.3
Male	148	131	15	11.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	44	6	13.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	40	31	4	12.9
White	212	190	18	9.5
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	31	25	1	4.0
Socioeconomically Disadvantaged	233	205	23	11.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	59	55	6	10.9

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	2.27	2.62	3.02	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	0	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

Student safety is a priority for Northern Summit Academy-Shasta. The staff has participated in school safety training, inspections, and drills. As of July 1, 2022, Charter Safe provides the school's insurance and a robust amount of resources and support. We are located in the center of Anderson, CA with a rapid response time from the local fire and police departments. The building is equipped with a state-of-the-art fire and safety detection/alarm system and staff-controlled key card entries. An extensive, camera surveillance system for the interior and exterior of the building is installed. The safety plan is reviewed annually and the NSA board approved it by March 1. The last updated Safety Plan was board-reviewed and approved on February 28, 2024, after our education partners had opportunities for review.

The Safety Plan covers several potential emergency scenarios, COVID protocols, and the everyday identification of and communication among staff for the safety of all students, staff, and resource center visitors. The Safety Plan is revised and updated each March.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	2	0	0
1	0	0	0	0
2	1	2	0	0
3	1	1	0	0
4	1	1	0	0
5	1	3	0	0
6	2	6	0	0
Other	7	15	1	0

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	2	0	0
1	2	2	0	0
2	0	0	0	0
3	2	2	0	0
4	2	1	0	0
5	0	0	0	0
6	2	4	0	0
Other	5	18	0	0

2024-25 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	1	1		
3	2	2		
4	1	1		
5	1	1		
6	5	3		
Other	11	11		

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	2	43	0	0
Mathematics	2	35	0	0
Science	3	21	0	0
Social Science	3	42	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	2	66		
Mathematics	2	59		
Science	2	37		
Social Science	2	70		

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	2	86		
Mathematics	1	66		
Science	2	44		
Social Science	2	84		

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	0

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)	
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	16023	11583	14440	58096
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	129.2	

Fiscal Year 2024-25 Types of Services Funded

Northern Summit Academy-Shasta provides many supplemental programs and services for all of our enrolled students. Students are assessed for instructional levels and academic needs as well as for progress monitoring. Based on assessment results, the students are enrolled in online intervention programs and provided resource center intervention and tutoring sessions. Northern Summit Academy-Shasta provides math and reading intervention in our resource center and online for all students who are performing below grade level in Reading Fluency and Comprehension, English Language Arts, and/or Math. In addition to the intervention opportunities, students have access to tutoring in all subject areas to support academic success, including teacher support for a-g and concurrent enrollment classes. All intervention and tutoring are available in person and online.

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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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	0.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	2

Professional Development

One day per week, all staff participate in ongoing staff development and collaboration. Monthly subject meetings are held for professional development and collaboration. Staff members set personal and professional goals which, in addition to school-established goals, drive professional development. Topics include Data interpretation and use, NGSS (Next Generation Science Standards), Forestry and Natural Resources, Read Naturally, online curriculum and programs (Edgenuity, IXL, Bright Thinker, CAASPP (California Assessment of Student Performance and Progress), REM/School Safety, and NWEA online assessments, The Science of Hope, ACES, and other curriculum training. Additionally, the NSA Board has approved financial support for qualified teachers to obtain CTE credentials, technology training, and Microsoft certifications. To stay compliant and informed, the director and other leadership participate in training related to finances and budget, leadership and best

Professional Development

practices, LCAP (Local Control Accountability Plan), CALPADS, employment/employer HR, and charter-specific topic training. Professional Development is delivered via peer support/expertise, conferences, County Office of Education professional development, role-specific off-site training, webinars, and onsite contracted assistance. County Office of Education also supports new teachers in the areas of classroom management.

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	10	10	9