

# Pioneer Continuation High School School Site Council

## 8-15-24

### 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/fq/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

|  |   |
|--|---|
| <b>School Name</b>                       | Pioneer Continuation High School School Site Council 8-15-24      |
| <b>Street</b>                            | 2650 8th Street   |
| <b>City, State, Zip</b>                  | Redding, CA 96001   |
| <b>Phone Number</b>                      | 530-243-1880  |
| <b>Principal</b>                         | Timothy R. Calkins  |
| <b>Email Address</b>                     | tcalkins@suhsd.net  |
| <b>School Website</b>                    | <a href="http://www.pioneerhs.net/">http://www.pioneerhs.net/</a> |
| <b>Grade Span</b>                        | 9-12  |
| <b>County-District-School (CDS) Code</b> | 45-70136-4530200  |

## 2025-26 District Contact Information

|                         |  |
|-------------------------|--|
| <b>District Name</b>    | Shasta Union High School District                |
| <b>Phone Number</b>     | 530-241-3261                                     |
| <b>Superintendent</b>   | Dr. Owen Crosby                                  |
| <b>Email Address</b>    | ocrosby@suhsd.net                                |
| <b>District Website</b> | <a href="http://www.suhsd.net">www.suhsd.net</a> |

## 2025-26 School Description and Mission Statement

Pioneer High School, established in 1967, serves as a continuation school for students who are at risk of not graduating on time due to credit deficiencies or discipline issues. With an enrollment of approximately 250 students aged sixteen or older, the school provides a core curriculum comparable to comprehensive high schools, while offering small class sizes and various support services. Its flexible approach allows students to earn accelerated credits and participate in CTE and work experience opportunities.

The school operates on a closed campus but offers off-campus privileges to students who meet certain academic and behavioral standards. The academic year is divided into six grading sessions, with students enrolled in five periods daily, along with opportunities for online and concurrent adult education courses.

Approximately 90-95% of students are credit deficient, many of whom are seniors lacking credits in key subjects like Math, English, and Social Science. The school emphasizes removing obstacles to learning and creating Individual Graduation and Beyond Plans to prepare students for their next steps, which include post-secondary education, trade school, certification programs, the military, or the workforce.

The school's focus is on meeting district and state standards, and teacher competency is considered crucial to student success. The modernized campus includes two new buildings and updated landscaping, reflecting a commitment to providing

2025-26 School Description and Mission Statement

an up-to-date learning environment.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 9          | 16                 |
| Grade 10         | 36                 |
| Grade 11         | 73                 |
| Grade 12         | 63                 |
| Total Enrollment | 188                |

2024-25 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 39.1                        |
| Male                                | 60.5                        |
| Non-Binary                          | 0.5                         |
| American Indian or Alaska Native    | 7.4                         |
| Asian                               | 1.4                         |
| Black or African American           | 4.2                         |
| Filipino                            | 0.5                         |
| Hispanic or Latino                  | 17.7                        |
| Native Hawaiian or Pacific Islander | 0.5                         |
| Two or More Races                   | 5.6                         |
| White                               | 61.9                        |
| English Learners                    | 0.9                         |
| Foster Youth                        | 4.7                         |
| Homeless                            | 14                          |
| Socioeconomically Disadvantaged     | 78.1                        |
| Students with Disabilities          | 21.4                        |

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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 9.7           | 64.7           | 212.7           | 82.76            | 234405.2     | 84            |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 1.9             | 0.77             | 4853         | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0             | 0              | 5.3             | 2.06             | 12001.5      | 4.3           |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 5.3           | 35.23          | 28.1            | 10.93            | 11953.1      | 4.28          |
| <b>Unknown/Incomplete/NA</b>   | 0             | 0              | 8.9             | 3.46             | 15831.9      | 5.67          |
| <b>Total Teaching Positions</b>  | 15.1          | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 9             | 60.6           | 203.9           | 78.92            | 231142.4     | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 5.1             | 2                | 5566.4       | 2             |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1.6           | 10.67          | 12.4            | 4.82             | 14938.3      | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 4.3           | 28.67          | 27              | 10.47            | 11746.9      | 4.23          |
| <b>Unknown/Incomplete/NA</b>   | 0             | 0              | 9.7             | 3.77             | 14303.8      | 5.15          |
| <b>Total Teaching Positions</b>  | 15            | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 9.2           | 61.61          | 204.2           | 77.46            | 230039.4     | 100           |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 4.7             | 1.81             | 6213.8       | 2.23          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1.2           | 7.98           | 9.2             | 3.51             | 16855        | 6.04          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 4.4           | 29.54          | 28.5            | 10.83            | 12112.8      | 4.34          |
| <b>Unknown/Incomplete/NA</b>   | 0.1           | 0.8            | 16.8            | 6.39             | 13705.8      | 4.91          |
| <b>Total Teaching Positions</b>  | 15            | 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 |
|--|---------|---------|---------|
| <b>Permits and Waivers</b>                                   | 0.00    | 1       | 1       |
| <b>Misassignments</b>  | 0.00    | 0.5     | 0.2     |
| <b>Vacant Positions</b>                                      | 0.00    | 0       | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    | 1.6     | 1.2     |

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

| Indicator   | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.00    | 0       | 0       |
| <b>Local Assignment Options</b>                               | 5.30    | 4.3     | 4.4     |
| <b>Total Out-of-Field Teachers</b>                            | 5.30    | 4.3     | 4.4     |

## Class Assignments

| Indicator  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 16.6    | 6.6     |
| <b>No credential, permit or authorization to teach</b><br>(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

| Year and month in which the data were collected |  | 12-2022  |
|---|--|--|
| Subject   | List of Textbooks and Other Instructional Materials /<br>Indicate if from Most Recent Adoption / Year of Adoption  | Percent Students<br>Lacking Own<br>Assigned Copy |
| <b>Reading/Language Arts</b>                    | English I: Pearson Literature for California Grade 9 © 2010<br>English II: Pearson Literature for California Grade 10 © 2010<br>English III: Pearson Grade 11 Custom Literature © 2012<br>English IV: Prentice Hall Literature: Timeless Voices, Timeless Themes: The British Tradition © 2002; CSU Expository Reading & Writing Course © 2012                       | 0%   |
| <b>Mathematics</b>                              | CP Math 1-CPM Core Connections Integrated 1-2014<br>CP Math 2, 2A & 2B-CPM Core ZConnections Integrated 2 - 2015<br>CP Math 3- CPM Core Connections Integrated 3-2015<br>CP Statistics: Stats in Your World (Pearson) ;2012<br>Financial Literacy-Cengage Financial Algebra 2nd Edition- 2022  | 0%   |
| <b>Science</b>                                  | Modern Chemistry, Holt, Rinehart, and Winston, 2020<br>Inspire Earth Science, McGraw-Hill, 2020<br>Inspire Biology, McGraw-Hill, 2020<br>Applied Sci: Conceptual Integrated Science (Pearson)-2015   | 0%   |
| <b>History-Social Science</b>                   | CP Geography—The Human and Physical World ©2018;<br>McGraw-Hill (new edition 2020)<br>CP Modern World History (1 st Ed) – adopted Fall 2022<br>U.S. History: CP = HMH US History ©2018 – adopted Fall 2022<br>CP Economics “Contemporary Economics” 4th ed (William A. McEachern) 2014,<br>American Government: Magruder’s American Government (Prentice Hall); 2019 | 0%   |
| <b>Foreign Language</b>                         | Spanish: TPRS Instructional Materials (Blaine Ray Workshops); 2007   | 0%   |

|   |  |    |
|---|--|----|
|   | 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  |    |
| <b>Health</b>                                     | Positive Prevention Plus – consumable workbooks © 2021; adopted Spring 2016  | 0% |
| <b>Visual and Performing Arts</b>                 | Art: Art Talk (Glencoe/McGraw Hill) © 2000; Creative Artist (North Light Books); Keys to Drawing (North Light Books)<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) | 0% |
| <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

The Pioneer High School Campus was modernized in 2016. An entire new wing of classrooms were built along with a cafeteria, wood shop, conference room and main office. The campus also underwent extensive landscaping along with the creation of outdoor eating area for students and a beautiful quad area. The cafeteria space was recently relocated to the multipurpose room, creating a more spacious and inviting space for students.

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

09/12/2024

| System Inspected   | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned    |
|--|-----------|-----------|-----------|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X         |           |           |  |
| <b>Interior:</b><br>Interior Surfaces                                      |           | X         |           | Water stains on ceiling tiles in some rooms. |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation        | X         |           |           |  |
| <b>Electrical</b>  | X         |           |           |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X         |           |           |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X         |           |           |  |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X         |           |           |  |
| <b>External:</b><br>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 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 18             | 12             | 64               | 65               | 47            | 48            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 2              | 1              | 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<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| All Students                                  | 84                            | 76                         | 90.48                       | 9.52                            | 11.84                                   |
| Female  | 33                            | 28                         | 84.85                       | 15.15                           | 25.00                                   |
| Male  | 51                            | 48                         | 94.12                       | 5.88                            | 4.17                                    |
| American Indian or Alaska Native              | --                            | --                         | --                          | --                              | --                                      |
| Asian   | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Black or African American                     | --                            | --                         | --                          | --                              | --                                      |
| Filipino                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Hispanic or Latino                            | 21                            | 19                         | 90.48                       | 9.52                            | 15.79                                   |
| Native Hawaiian or Pacific Islander           | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Two or More Races                             | --                            | --                         | --                          | --                              | --                                      |
| White   | 50                            | 44                         | 88.00                       | 12.00                           | 13.64                                   |
| English Learners                              | --                            | --                         | --                          | --                              | --                                      |
| Foster Youth                                  | --                            | --                         | --                          | --                              | --                                      |
| Homeless                                      | 11                            | 11                         | 100.00                      | 0.00                            | 18.18                                   |
| Military                                      | --                            | --                         | --                          | --                              | --                                      |
| Socioeconomically Disadvantaged               | 67                            | 60                         | 89.55                       | 10.45                           | 13.33                                   |
| Students Receiving Migrant Education Services | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Students with Disabilities                    | 15                            | 13                         | 86.67                       | 13.33                           | 0.00                                    |

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<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| All Students                                  | 84                            | 77                         | 91.67                       | 8.33                            | 1.30                                    |
| Female  | 33                            | 29                         | 87.88                       | 12.12                           | 0.00                                    |
| Male  | 51                            | 48                         | 94.12                       | 5.88                            | 2.08                                    |
| American Indian or Alaska Native              | --                            | --                         | --                          | --                              | --                                      |
| Asian   | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Black or African American                     | --                            | --                         | --                          | --                              | --                                      |
| Filipino                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Hispanic or Latino                            | 21                            | 20                         | 95.24                       | 4.76                            | 0.00                                    |
| Native Hawaiian or Pacific Islander           | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Two or More Races                             | --                            | --                         | --                          | --                              | --                                      |
| White   | 50                            | 44                         | 88.00                       | 12.00                           | 2.27                                    |
| English Learners                              | --                            | --                         | --                          | --                              | --                                      |
| Foster Youth                                  | --                            | --                         | --                          | --                              | --                                      |
| Homeless                                      | 11                            | 11                         | 100.00                      | 0.00                            | 0.00                                    |
| Military                                      | --                            | --                         | --                          | --                              | --                                      |
| Socioeconomically Disadvantaged               | 67                            | 60                         | 89.55                       | 10.45                           | 0.00                                    |
| Students Receiving Migrant Education Services | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Students with Disabilities                    | 15                            | 13                         | 86.67                       | 13.33                           | 0.00                                    |

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<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science<br>(grades 5, 8 and high school) | 6.77              | 2.84              | 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                                  | 150              | 141           | 94.00          | 6.00               | 2.84                    |
| Female  | 61               | 58            | 95.08          | 4.92               | 3.45                    |
| Male  | 87               | 81            | 93.10          | 6.90               | 1.23                    |
| American Indian or Alaska Native              | 15               | 15            | 100.00         | 0.00               | 0.00                    |
| Asian   | --               | --            | --             | --                 | --                      |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 30               | 30            | 100.00         | 0.00               | 0.00                    |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                       |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White   | 90               | 81            | 90.00          | 10.00              | 4.94                    |
| English Learners                              | --               | --            | --             | --                 | --                      |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | 23               | 21            | 91.30          | 8.70               | 0.00                    |
| Military                                      | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 115              | 107           | 93.04          | 6.96               | 2.80                    |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | 22               | 19            | 86.36          | 13.64              | 5.26                    |

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

## 2024-25 Career Technical Education Programs

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 Pharmacology

### 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

2024-25 Career Technical Education Programs

CAREER PATHWAY: MACHINING and FORMING TECHNOLOGIES  
CAREER PATHWAY: PRODUCT INNOVATION and DESIGN

Exploring Engineering  
Computer-Aided Drafting

Advanced Manufacturing  
Advanced Manufacturing

INDUSTRY SECTOR: PUBLIC SERVICES  
CAREER PATHWAY: EMERGENCY RESPONSE  
CAREER PATHWAY: EMERGENCY RESPONSE  
CAREER PATHWAY: PUBLIC SAFETY

Fire Technology  
Emergency Medical Technician  
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   | 74                        |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | 0                         |
| 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          | 51.63   |
| 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 9   | 74.1                          | 74.1  | 74.1   | 74.1   | 74.1                     |

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   |
|--|
| Pioneer High School has an open-door policy for parental involvement. Parents are required to be present during the intake process during registration. Parents and community members are invited to attend all site council meetings which are held monthly throughout the school year. Pioneer has transitioned from Targeted Assistance to a School-wide Program and the school will be conducting ongoing needs assessment to determine how Title 1 resources will be utilized. Parents and school personnel jointly create a Parent Compact that details the responsibilities of parents, students, and school personnel in relation to Title 1 allocation of resources. Resources/programs are available for ELL students, in addition, there is a district ELL liaison. Community members, parents, and graduates are also invited frequently as guest speakers and evaluators for the annual Career Week Faire. Parents also participate in the Parent Survey sent out annually. Parents and students help develop and give input regarding goals for the district Local Control and Accountability Plan (LCAP). Additionally, parents and community members are invited to participate in our many social functions such as holiday dinners and open house barbecues. Parent letters and all call messages through our Parent Square system are utilized as well. |



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   | 16.6           | 14.6           | 14.3           | 4                | 4.8              | 3.6              | 8.2           | 8.9           | 8             |
| Graduation Rate  | 65             | 76.9           | 75.3           | 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](https://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group  | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| <b>All Students</b>                                  | 154                          | 116                        | 75.3                   |
| <b>Female</b>  | 55                           | 44                         | 80.0                   |
| <b>Male</b>  | 96                           | 70                         | 72.9                   |
| <b>Non-Binary</b>                                    | --                           | --                         | --                     |
| <b>American Indian or Alaska Native</b>              | --                           | --                         | --                     |
| <b>Asian</b>   | --                           | --                         | --                     |
| <b>Black or African American</b>                     | --                           | --                         | --                     |
| <b>Filipino</b>                                      | --                           | --                         | --                     |
| <b>Hispanic or Latino</b>                            | 27                           | 20                         | 74.1                   |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                            | 0                          | 0.00                   |
| <b>Two or More Races</b>                             | --                           | --                         | --                     |
| <b>White</b>   | 95                           | 71                         | 74.7                   |
| <b>English Learners</b>                              | --                           | --                         | --                     |
| <b>Foster Youth</b>                                  | --                           | --                         | --                     |
| <b>Homeless</b>                                      | 37                           | 32                         | 86.5                   |
| <b>Socioeconomically Disadvantaged</b>               | 130                          | 101                        | 77.7                   |
| <b>Students Receiving Migrant Education Services</b> | 0.0                          | 0.0                        | 0.0                    |
| <b>Students with Disabilities</b>                    | 34                           | 21                         | 61.8                   |

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                                  | 348                   | 307                                     | 218                       | 71.0                     |
| Female  | 134                   | 115                                     | 82                        | 71.3                     |
| Male  | 211                   | 189                                     | 134                       | 70.9                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | 28                    | 25                                      | 20                        | 80.0                     |
| Asian   | --                    | --                                      | --                        | --                       |
| Black or African American                     | 18                    | 17                                      | 10                        | 58.8                     |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 68                    | 59                                      | 49                        | 83.1                     |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | 20                    | 16                                      | 10                        | 62.5                     |
| White   | 200                   | 177                                     | 119                       | 67.2                     |
| English Learners                              | --                    | --                                      | --                        | --                       |
| Foster Youth                                  | 21                    | 21                                      | 16                        | 76.2                     |
| Homeless                                      | 54                    | 50                                      | 39                        | 78.0                     |
| Socioeconomically Disadvantaged               | 274                   | 249                                     | 186                       | 74.7                     |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 76                    | 68                                      | 53                        | 77.9                     |

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 |
| 19.38          | 10.91          | 11.21          | 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              | 0.29           | 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                                  | 11.21            | 0.29            |
| Female  | 8.96             | 0.75            |
| Male  | 12.80            | 0.00            |
| Non-Binary                                    | 0.00             | 0.00            |
| American Indian or Alaska Native              | 7.14             | 0.00            |
| Asian   | 0.00             | 0.00            |
| Black or African American                     | 33.33            | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 2.94             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 5.00             | 5.00            |
| White   | 13.50            | 0.00            |
| English Learners                              | 0.00             | 0.00            |
| Foster Youth                                  | 33.33            | 4.76            |
| Homeless                                      | 16.67            | 0.00            |
| Socioeconomically Disadvantaged               | 11.68            | 0.36            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 26.32            | 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 Pioneer High School 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 North State Independence High School. 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 North State Independence High School. 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 Pioneer 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                  | 33                                   | 0                                     | 0                                   |
| Mathematics           | 3                  | 37                                   | 0                                     | 0                                   |
| Science               | 5                  | 33                                   | 0                                     | 0                                   |
| Social Science        | 4                  | 58                                   | 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 | 4                  | 47                                   |                                       |                                     |
| Mathematics           | 7                  | 19                                   | 1                                     |                                     |
| Science               | 4                  | 41                                   |                                       |                                     |
| Social Science        | 4                  | 66                                   |                                       |                                     |

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 | 7                  | 31                                   | 2                                     |                                     |
| Mathematics           | 7                  | 23                                   | 1                                     | 1                                   |
| Science               | 4                  | 37                                   |                                       |                                     |
| Social Science        | 4                  | 71                                   |                                       |                                     |

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 | 218   |

## 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  | .5                               |
| Social Worker   |                                  |
| Nurse   | .2                               |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            | 1                                |
| Other   | 0.4                              |

## 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                                   | \$15,088                     | \$11,994                            | \$3,094                               | \$73,681               |
| District                                      | N/A                          | N/A                                 | \$7,266                               | \$88,313               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -80.5                                 | -10.8                  |
| State   | N/A                          | N/A                                 | \$11,146                              | \$100,016              |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -110.7                                | -24.0                  |

## Fiscal Year 2024-25 Types of Services Funded

An administrator assists in monitoring discipline, testing, and assessment coordination. There is also a full-time academic counselor who assists students with their course schedule and their individual graduation plans. There is a full-time education specialist (special education) and a part-time school psychologist. There is a full-time Marriage and Family Therapist on campus funded by Title IV. There are also resources/programs available for English Language Learners (ELL) students, foster youth, and in addition, there is a district and site ELL liaison. All staff members are trained in a common discipline approach that emphasizes appropriate social and emotional behavior. All students complete Career Assessment inventories and participate in Career Week Faire activities.

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<br>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 District algebra in-service week  
District-sponsored literacy workshops  
MAA training



Professional Development

School Site Council training  
District Leadership Classes  
WASC training  
ACES training  
ERWC training  
CPR and First Aid training  
Capturing Kids Hearts training through the Flippen Group  
Foster Youth  
Google Suite training  
Weekly staff development meetings  
Alert, Lockdown, Inform, Counter, Evacuate (ALICE)  
Catapult emergency and crisis management  
PLC training  
PBIS 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      | 45      |