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

2025-26 District Contact Information

District Name	Shasta Union High School District
Phone Number	530-241-3261
Superintendent	Dr. Owen Crosby
Email Address	ocrosby@suhsd.net
District Website	www.suhsd.net

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 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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.7	64.7	212.7	82.76	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.9	0.77	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	5.3	2.06	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.3	35.23	28.1	10.93	11953.1	4.28
Unknown/Incomplete/NA	0	0	8.9	3.46	15831.9	5.67
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9	60.6	203.9	78.92	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	5.1	2	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.6	10.67	12.4	4.82	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.3	28.67	27	10.47	11746.9	4.23
Unknown/Incomplete/NA	0	0	9.7	3.77	14303.8	5.15
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.2	61.61	204.2	77.46	230039.4	100
Intern Credential Holders Properly Assigned	0	0	4.7	1.81	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.2	7.98	9.2	3.51	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.4	29.54	28.5	10.83	12112.8	4.34
Unknown/Incomplete/NA	0.1	0.8	16.8	6.39	13705.8	4.91
Total Teaching Positions	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
Permits and Waivers	0.00	1	1
Misassignments	0.00	0.5	0.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	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
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	5.30	4.3	4.4
Total Out-of-Field Teachers	5.30	4.3	4.4

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	16.6	6.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

Year and month in which the data were collected	12-2022

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	English I: Pearson Literature for California Grade 9 © 2010 English II: Pearson Literature for California Grade 10 © 2010 English III: Pearson Grade 11 Custom Literature © 2012 English IV: Prentice Hall Literature: Timeless Voices, Timeless Themes: The British Tradition © 2002; CSU Expository Reading & Writing Course © 2012	0%
Mathematics	CP Math 1-CPM Core Connections Integrated 1-2014 CP Math 2, 2A & 2B-CPM Core ZConnections Integrated 2 -2015 CP Math 3- CPM Core Connections Integrated 3-2015 CP Statistics: Stats in Your World (Pearson) ;2012 Financial Literacy-Cengage Financial Algebra 2nd Edition- 2022	0%
Science	Modern Chemistry, Holt, Rinehart, and Winston, 2020 Inspire Earth Science, McGraw-Hill, 2020 Inspire Biology, McGraw-Hill, 2020 Applied Sci: Conceptual Integrated Science (Pearson)-2015	0%
History-Social Science	CP Geography—The Human and Physical World ©2018; McGraw-Hill (new edition 2020) CP Modern World History (1 st Ed) – adopted Fall 2022 U.S. History: CP = HMH US History ©2018 – adopted Fall 2022 CP Economics "Contemporary Economics" 4th ed (William A. McEachern) 2014, American Government: Magruder's American Government (Prentice Hall); 2019	0%
Foreign Language	Spanish: TPRS Instructional Materials (Blaine Ray Workshops); 2007	0%

	French: Bien Dit! (Holt-McDougal); 2009 ASL: A Basic Course in ASL (TJ Publishers/Harris Communication) 1999 Signing Naturally (DawnSign Press); 1999 ASL: Green Book Series (The Green Book); 2000 Chinese: Integrated Chinese (Cheng & Tsuzi Co.); 2014	
Health	Positive Prevention Plus – consumable workbooks © 2021; adopted Spring 2016	0%
Visual and Performing Arts	Art: Art Talk (Glencoe/McGraw Hill) © 2000; Creative Artist (North Light Books); Keys to Drawing (North Light Books) Music: Essential Elements for Choirs (Glencoe/McGraw Hill); Guitar Method Books (Mel Bay); The Enjoyment of Music (Peoples Publishing); Music! Its Role & Importance in Our Lives (Glencoe/McGraw Hill); Sight Singing (Masterworks Press); Exercises for Ensemble Drill(JW Pepper Music Co); Artistry of Fundamentals-Band)	0%
Science Laboratory Equipment (grades 9-12)	All district science labs are fully equipped to teach students the standards-aligned science curricula.	0%

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

School Facility Conditions and Planned Improvements

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 out door 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Water stains on ceiling tiles in some rooms.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	18	12	64	65	47	48
Mathematics (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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	6.77	1.52	39.34	40.09	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	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

approved. The District promotes, supports, and provides services that ensure all students have full and equitable participation in all CTE programs and courses. Support services are available for students with special needs. These services may include guidance and counseling, assessment, transitional services, and modifications to, and reasonable accommodations for, the curriculum, equipment, and facilities. These services ensure that students with special needs are recruited, enrolled, supported, and able to complete CTE courses and programs.

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

INDUSTRY SECTOR: AGRICULTURE and NATURAL RESOURCES
CAREER PATHWAY: PLANT and SOIL SCIENCE   Integrated AG Biology Plant & Soil Science
CAREER PATHWAY: ANIMAL SCIENCE   Integrated AG Biology Animal Science
CAREER PATHWAY: AGRICULTURAL MECHANICS AG Mechanics 1 AG Mechanics 2 AG Mechanics 3-4
CAREER PATHWAY: ANIMAL SCIENCE   Veterinarian Technician

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

INDUSTRY SECTOR: BUSINESS and FINANCE
CAREER PATHWAY: BUSINESS MANAGEMENT Computer Literacy Introduction to Business

INDUSTRY SECTOR: EDUCATION, CHILD DEVELOPMENT, and FAMILY SERVICES
CAREER PATHWAY: EDUCATION   Early Childhood Education Careers

INDUSTRY SECTOR: ENGINEERING and ARCHITECTURE
CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering   Robotics Applications
CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering   Space Science and Engineering
CAREER PATHWAY: ENGINEERING TECHNOLOGY Robotics Eng. Tech.   Space Science and Engineering
CAREER PATHWAY: ENGINEERING DESIGN   Exploring Engineering   Computer-Aided Drafting

INDUSTRY SECTOR: HEALTH SCIENCE and MEDICAL TECHNOLOGY
CAREER PATHWAY: PATIENT CARE   Intro. to Medical Careers   Medical Clinical
CAREER PATHWAY: PATIENT CARE   Dental Careers
CAREER PATHWAY: PATIENT CARE   Sports Medicine
CAREER PATHWAY: PATIENT CARE   Bio Med
CAREER PATHWAY: PATIENT CARE   Pharmachology

INDUSTRY SECTOR: HOSPITALITY, TOURISM, and RECREATION
CAREER PATHWAY: FOOD SERVICE and HOSPITALITY Culinary Arts   Introduction to Culinary Arts, & Contemporary Cuisine
CAREER PATHWAY: FOOD SERVICE and HOSPITALITY   Chef Prep

INDUSTRY SECTOR: INFORMATION and COMMUNICATION TECHNOLOGIES
CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT   Computer Literacy   Computer Science Principles
CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT   Computer Literacy   PC Graphics and Design

INDUSTRY SECTOR: Arts, Media, and Entertainment
CAREER PATHWAY: Design, Visual, and Media Arts
CAREER PATHWAY: Performing Arts
CAREER PATHWAY: Production and Managerial Arts

INDUSTRY SECTOR: MANUFACTURING and PRODUCT DEVELOPMENT

2024-25 Career Technical Education Programs

CAREER PATHWAY: MACHINING and FORMING TECHNOLOGIES   Exploring Engineering   Advanced Manufacturing
CAREER PATHWAY: PRODUCT INNOVATION and DESIGN   Computer-Aided Drafting Advanced Manufacturing

INDUSTRY SECTOR: PUBLIC SERVICES
CAREER PATHWAY: EMERGENCY RESPONSE   Fire Technology
CAREER PATHWAY: EMERGENCY RESPONSE   Emergency Medical Technician
CAREER PATHWAY: PUBLIC SAFETY   Administration of Justice

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

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	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.

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

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 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
School Site Council training
District Leadership Classes

Professional Development

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