

# Shasta Charter Academy/ Shasta Secondary Home School, Inc.

## 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.

<b>Internet Access</b>	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.
<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2025-26 School Contact Information

<b>School Name</b>	Shasta Charter Academy/ Shasta Secondary Home School, Inc.
<b>Street</b>	307 Park Marina Circle
<b>City, State, Zip</b>	Redding, CA 96001
<b>Phone Number</b>	(530) 245-2600
<b>Principal</b>	Ben Claassen
<b>Email Address</b>	bclaassen@sca-edu.org
<b>School Website</b>	<a href="http://www.sca-edu.org">www.sca-edu.org</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	45 70136 4530267

## 2025-26 District Contact Information

<b>District Name</b>	Shasta Charter Academy
<b>Phone Number</b>	(530) 241-3261
<b>Superintendent</b>	Owen Cosby
<b>Email Address</b>	<a href="mailto:ocosby@suhsd.net">ocosby@suhsd.net</a>
<b>District Website</b>	<a href="http://www.suhsd.net">www.suhsd.net</a>

2025-26 School Description and Mission Statement

Principal’s Message

Shasta Charter Academy (SCA), is a charter school that uses the Personalized Learning model of education, in which a credentialed teacher works with each student and the student’s parent/s to develop an individualized curriculum that draws from a variety of learning methods. As this learning team works together, each student is encouraged to reach his or her own goals using preferred learning styles.

Since the school was founded in 1999 we have used the learning options below including an integral emphasis on family involvement in the student’s learning. Students enrolled at SCA may choose from the following learning options to complete their courses:

- Homeschooling
- Classes on the SCA campus that occur on a collegiate-style schedule. Offerings include math, science, art, and technology classes as well as academic support labs
- Courses at state community colleges
- Online courses
- Community-based learning

SCA continues to explore new and creative learning methods and works with each student to accomplish his or her education and career goals to be the adult he or she wants to be.

Benjamin Claassen, Director/ Superintendent

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	56
Grade 10	67
Grade 11	76
Grade 12	84
Total Enrollment	283

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	51.2
Non-Binary	1.4
American Indian or Alaska Native	2.8
Asian	1.8
Black or African American	1.1
Hispanic or Latino	15.5
Native Hawaiian or Pacific Islander	0.7
Two or More Races	6.7
White	68.2
Foster Youth	0.4
Homeless	0.4
Socioeconomically Disadvantaged	37.8
Students with Disabilities	11.7

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>	4.7	32.19	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>	9.5	65.34	28.1	10.93	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.3	2.4	8.9	3.46	15831.9	5.67
<b>Total Teaching Positions</b>	14.6	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>	4.3	29.63	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>	0	0	12.4	4.82	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	9.8	66.92	27	10.47	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.5	3.39	9.7	3.77	14303.8	5.15
<b>Total Teaching Positions</b>	14.7	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>	3	20.56	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>	1.1	7.62	9.2	3.51	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	10.2	69.78	28.5	10.83	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0.2	1.97	16.8	6.39	13705.8	4.91
<b>Total Teaching Positions</b>	14.6	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	0	0
<b>Misassignments</b>	0.00	0	1.1
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	1.1

## 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>	9.50	9.8	10.2
<b>Total Out-of-Field Teachers</b>	9.50	9.8	10.2

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	33.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.8	0.5	5.5

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

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

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards requires.

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
<b>Reading/Language Arts</b>	English 9: "Collections 9", Houghton Mifflin Harcourt, 2015 English 10: "Collections 10", Houghton Mifflin Harcourt, 2015 English 11: "Collections 11", Houghton Mifflin Harcourt, 2015 English 12: "Collections 12", Houghton Mifflin Harcourt, 2015	0
<b>Mathematics</b>	"Algebra 1" - Big Ideas Learning - 2019 "Geometry" - Big Ideas Learning - 2019 "Algebra 2" - Big Ideas Learning - 2019	0
<b>Science</b>	CP and non-CP Earth Science: "Inspire Earth Science" - McGraw-Hill 2020 CP and non-CP Biology: "Inspire Biology" - McGraw-Hill 2020 Honors Chemistry: "Chemistry: Concepts and Applications" - Glencoe 2014	0
<b>History-Social Science</b>	CP and non-CP Introduction to Social Science/ Human Geography: "Global Geography" - Houghton Mifflin Harcourt 2019 Honors, CP and non-CP Modern World History: "Modern World History" - Houghton Mifflin Harcourt 2019 Honors, CP and non-CP United States History: "American History" - Houghton Mifflin Harcourt 2019 CP and non-CP Government - "United States Government Our Democracy" - McGraw Hill Education 2016 CP and non-CP Economics - "Understanding Economics" - McGraw Hill Education 2016	0
<b>Foreign Language</b>	Teacher-provided curriculum or Schools PLP software or Shasta Community College Classes	0

<b>Health</b>	N/A	
<b>Visual and Performing Arts</b>	Teacher provided materials	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Various	0

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

School Facility Conditions and Planned Improvements				
Shasta Charter Academy is located at its resource center at 307 and 333 Park Marina Circle in Redding. The current buildings were initially constructed in 1984, and after the charter school purchased the buildings, a major remodeling of the buildings was undertaken. Work completed in December 2016. The school is currently housed in 2 buildings totaling 18,500 square feet.				
Year and month of the most recent FIT report			12/18/2025	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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)	68	64	64	65	47	48
Mathematics (grades 3-8 and 11)	37	39	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	77	72	93.51	6.49	63.89
Female	37	33	89.19	10.81	69.70
Male	40	39	97.50	2.50	58.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	55	52	94.55	5.45	63.46
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	28	93.33	6.67	67.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	77	72	93.51	6.49	38.89
Female	37	33	89.19	10.81	36.36
Male	40	39	97.50	2.50	41.03
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	55	52	94.55	5.45	36.54
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	28	93.33	6.67	35.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	39.61	48.61	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
<b>All Students</b>	159	154	96.86	3.14	42.86
<b>Female</b>	74	71	95.95	4.05	39.44
<b>Male</b>	81	79	97.53	2.47	46.84
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	26	26	100.00	0.00	38.46
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	11	100.00	0.00	45.45
<b>White</b>	112	107	95.54	4.46	44.86
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	62	60	96.77	3.23	48.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	18	18	100.00	0.00	27.78

## 2024-25 Career Technical Education Programs

Shasta Charter Academy staff believe in supporting all students in achieving their career goals.

SCA currently offers two CTE Pathways. They are Fishing as part of the Hospitality, Tourism, and Recreation sector, and Robotics and Engineering as part of the Engineering and Architecture sector.

SCA offers students a wide array of Career Technical Education exploration elective options. Options include online classes and classes through our local community college, Shasta College. Shasta College also offers many career training options that our students utilize, including heavy equipment operation certification, welding certification, and many other industries.

SCA also uses CTE courses supplied through Schools PLP, an online learning platform that offers CTE course sequences.

SCA is currently developing its CTE Advisory Committee to support its CTE Pathways.

2024-25 Career Technical Education (CTE) Participation

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

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	93.99
Graduates Who Completed All Courses Required for UC/CSU Admission	16.3

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	77.4	77.4	77.4	77.4	77.4

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

Parents are an integral part of student learning at SCA. We hold conferences with the parents, students, and facilitators at least every 20 school days. During the meetings this group reviews, evaluates, and adjusts the curriculum, and assigns new work for students to complete as they move toward completion of their educational goals.

2025-26 Opportunities for Parental Involvement

Parents help as volunteers at field trips and other school events. Parents are also involved as voting members of the SCA Advisory School Board and various committees such as WASC accreditation and development of the school Local Control Accountability Plan. All families are welcome at SCA Board meetings.

Additionally, because SCA is a small school with a small campus and all students and parents regularly come on campus, the school administration and high school counselor are readily accessible to parents and students.

If parents are interested in volunteering, please contact the school receptionist at (530) 245-2600.

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	2.7	4.2	4.2	4	4.8	3.6	8.2	8.9	8
Graduation Rate	91.9	93	93.7	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>	95	89	93.7
<b>Female</b>	45	42	93.3
<b>Male</b>	46	43	93.5
<b>Non-Binary</b>	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	21	21	100.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	61	57	93.4
<b>English Learners</b>	0.0	0.0	0.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	54	51	94.4
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	14	10	71.4

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	309	305	0	0.0
Female	149	146	0	0.0
Male	155	154	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	49	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	20	0	0.0
White	209	207	0	0.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	125	124	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	37	35	0	0.0

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.65	0.65	0	5.65	4.76	4.39	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

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

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

## 2025-26 School Safety Plan

Because of the independent nature of our model, school safety incidents are uncommon. Students spend most of their time off campus, learning at home or in the community. When students are on our site, they are supervised by their parents or a staff member. We encourage students to use our labs and study areas, and we have installed monitoring devices in and around the campus for their safety. Visitors must check in at our reception areas. Families are provided with all necessary information regarding the school campus in our Parent/ Student manual on our school website. Our School Safety Plan is revised yearly, Board-approved, and has been provided to local law enforcement and fire agencies. The SCA Advisory Board approves the Comprehensive School Safety Plan annually before the annual March 1st state deadline. The school reviews evacuation and safety procedures annually.

## 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	4	58	2	0
Mathematics	7	38	2	0
Science	6	26	3	0
Social Science	4	75	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	70		
Mathematics	7	35	3	
Science	6	27	3	
Social Science	4	68		

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	4	69		
Mathematics	5	54	1	
Science	5	37	1	
Social Science	4	73		

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	270

2024-25 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,202	\$2,324	\$11,696	\$100,817
District	N/A	N/A		\$88,313
Percent Difference - School Site and District	N/A	N/A		1.4
State	N/A	N/A	\$11,146	\$100,016
Percent Difference - School Site and State	N/A	N/A	8.2	7.3

## Fiscal Year 2024-25 Types of Services Funded

Shasta Charter Academy offers a variety of services to support student achievement. The school offers on-site classes at the main resource center during the week that meet on a collegiate-type schedule, has math and writing tutoring 4 days a week, offers online credit recovery classes, and supports personalized learning options for students in physical education, dance, music, and elective courses. All options are supported using vetted, approved vendors and are connected to classes on each student's Master Agreement. SCA also offers 2 Career Technical Education Pathways to students in Fishing and Engineering.

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

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

Professional Development

Professional development for the SCA staff typically occurs on the first and third Fridays of all months during the school year, for an average of 15 days per school year, which provides a total of 37.5 hours of professional development per year. Additionally, staff are encouraged to pursue personal development utilizing continuing education courses through universities and professional organizations. Staff also attend supplemental training in Common Core State Standards and a variety of curricular areas through the Shasta County Office of Education and El Dorado County SELPA. Staff also regularly attend educational conferences including the California Charter Schools Association (CCSA), Computer Using Educators (CUE), CASBO, and APLUS+.

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	17	15	16