

Anderson New Technology High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Anderson New Technology High School
Street	2098 North Street
City, State, Zip	Anderson, CA 96007
Phone Number	(530) 365-3100
Principal	Terry Bennett
Email Address	tbennett@auhsd.net
School Website	www.anths.org
County-District-School (CDS) Code	45-69856-4530333

2023-24 District Contact Information

District Name	Anderson New Technology High School
Phone Number	(530) 378-0568
Superintendent	Brian Parker
Email Address	bparker@auhsd.net
District Website	http://www.auhsd.net

2023-24 School Description and Mission Statement

New Tech Network schools utilize project and problem-based learning and focus on 21st-century skills. As part of this network, we are a small dependent charter school in the Anderson Union High School District, with an enrollment cap of 225. Staff and student interactions create a welcoming environment. Our monthly student activities foster these positive relationships which support our student success.

As a charter school, we draw students from as far north as Shasta Lake and from northern Tehama County to the south, with 70% of our student population coming from within the Anderson Union High School District. 62% of our current student population qualifies for free and reduced lunch. Although the majority of our students identify as Caucasian (84%), our other student populations are Hispanic or Latino, American Indian or Alaskan Native, and Asian Pacific Islanders.

At New Tech, we place a high priority on preparing our students for a successful future. Our student learning outcomes focus on teaching students the soft skills that leaders in the private and public sectors are looking for problem-solving, effective communication, self-direction, adaptability, and work ethic. To accomplish this, along with the traditional courses of study (math, science, English, social sciences, etc.), the teaching, modeling, and assessing of these essential soft skills are incorporated right alongside all course content. To enhance these soft skills, our students are required to take college classes, complete an internship, and participate in community service. Our students leave New Tech with a well-practiced process of problem-solving and have the skills and tools needed to be contributing members of their community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	21
Grade 10	19
Grade 11	34
Grade 12	13
Total Enrollment	87

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1%
Male	49.4%
American Indian or Alaska Native	3.4%
Asian	2.3%
Hispanic or Latino	17.2%
Two or More Races	8%
White	69%
English Learners	1.1%
Socioeconomically Disadvantaged	69%
Students with Disabilities	4.6%

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.

2020-21 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)	5.30	74.45	58.50	70.27	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.40	2.92	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	1.66	2.10	2.55	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	14.78	14.80	17.87	12115.80	4.41
Unknown	0.60	9.12	5.20	6.35	18854.30	6.86
Total Teaching Positions	7.20	100.00	83.20	100.00	274759.10	100.00

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.70	77.59	62.00	78.06	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	11.49	2.20	2.77	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	9.77	9.90	12.47	11953.10	4.28
Unknown	0.10	1.15	5.30	6.69	15831.90	5.67
Total Teaching Positions	8.70	100.00	79.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	0.10	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.00	0.80
Total Out-of-Field Teachers	1.00	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.6	14.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We are a problem based learning school, which means our students use texts as supplemental materials and for research purposes only. All classes have 1:1 computers (desktops, Chromebooks or a combination of both), as well as our ability to issue students their own Chromebook. Our students use the internet daily to checking their ECHO (our Learning Management System), for research, for collaboration with other students, developing presentations, etc.

Year and month in which the data were collected December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.uhbsd.net .	Yes	0
Mathematics	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.uhbsd.net .	Yes	0
Science	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.uhbsd.net .	Yes	0
History-Social Science	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.uhbsd.net .	Yes	0
Foreign Language	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.uhbsd.net .	Yes	0
Health	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.uhbsd.net .	Yes	0
Visual and Performing Arts	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.uhbsd.net .	Yes	0

School Facility Conditions and Planned Improvements

The school facility is safe, clean and of adequate size. The outside of our school was painted during the summer of 2019. South facing siding on the portable was replaced and painted. One of the outside water pipes broke and was quickly repaired. Several of the bathroom toilets this fall (2019) have needed a new part to prevent the water from running continually, but since being repaired have run without incident.

Year and month of the most recent FIT report

January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

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.

Percentages are not calculated 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.

ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	86	57	51	51	47	46
Mathematics (grades 3-8 and 11)	57	43	25	27	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	36	35	97.22	2.78	57.14
Female	19	18	94.74	5.26	50.00
Male	17	17	100.00	0.00	64.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	24	96.00	4.00	58.33
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	25	96.15	3.85	52.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	36	35	97.22	2.78	42.86
Female	19	18	94.74	5.26	27.78
Male	17	17	100.00	0.00	58.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	24	96.00	4.00	50.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	25	96.15	3.85	40.00
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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	30.00	44.44	19.67	23.02	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	45	93.75	6.25	44.44
Female	23	22	95.65	4.35	31.82
Male	23	21	91.30	8.70	57.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	12	92.31	7.69	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	25	92.59	7.41	48.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	29	96.67	3.33	41.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

We encourage all students to graduate having completed 30 hours of an internship, and/or complete two years of ROP (Regional Occupational Program) or six college credits. Most of our students take advantage of the Shasta-Trinity ROP starting their junior year in high school. Our students have choices in Firefighting Programs, Administration of Justice, Restaurant Occupations, Patient Care Technician, Medical Assistant, Cosmetology, Careers with Children, Child Psychology, Cisco Internetworking, A+ Certification, and Automotive Technology. In addition to classroom learning, CTE students have opportunities for hands-on training at local industry sites. In addition to earning high school credits, most are eligible to simultaneously earn college credit through Concurrent Enrollment with Shasta College.

Currently, we have one CTE teacher certified in Graphic Media/Design. With the future growth of our school enrollment, we will explore opportunities to add CTE programs of study through other partnerships.

Our vision is to prepare all students for a successful future. From our increased graduation requirements to our intentional project-based learning model, we prepare our students with the necessary soft skills: problem-solving, effective communication, self-direction, adaptability, and work ethic. In a recent survey conducted by Indeed.com, one of the largest job search websites in the world, 1000 hiring managers were asked to list the most important attributes of the top performers at their companies, and they identified the above soft skills. We want our students to graduate either A-G approved or have a solid post-secondary career.

Students are taught how to present themselves, how to dress professionally, what is expected in the real-world job market, etc. All of our programs are available to all of our students. One of our measures of success is how many of our students take and complete CTE courses as well as those who complete a pathway through ROP.

District CTE Advisory Committee Members:

Ted James, Sierra Pacific Industries, welding mechanics, fabrication, and business, science

Delbert Gannon, Owner Creekside Logging. welding mechanics, fabrication, and business.

Pete Dickerson, CTE Instructor Shasta College, Heavy Equipment and Construction Trades.

Jay Davis, CTE Instructor Shasta College, Welding

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	29
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	22.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	40

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	80.0	80.0	80.0	80.0	90.0

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.

2023-24 Opportunities for Parental Involvement

Parental involvement is welcomed and may come by direct or indirect contact with staff and students. The shift of our instructional model to a collegiate hybrid non-classroom-based independent study program requires parental involvement through Personalized Learning Teacher activities which require at least quarterly student, parent, and teacher conferences. Programs and activities at Anderson New Technology High School that benefit from parental involvement include regular PLT meetings, an orientation program at the beginning of the school year in which we involve parents, guest speakers, and staff; dances and other events that require chaperones; graduation committees; and fund-raising events. We encourage parents to attend project presentations as observers throughout their child's time at our school. Parents are asked to participate on our Advisory Leadership Board. In addition, we involve our parents in recruiting efforts for enrollment in upcoming school years.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	9.1	6.7	8.1	8.6	10.1	9.4	7.8	8.2
Graduation Rate	100	90.9	80	89.7	87	83.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	15	12	80.0
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	11	9	81.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0	0	0.00

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	127	119	0	0.0
Female	63	58	0	0.0
Male	61	58	0	0.0
Non-Binary	3	3	0	0.0
American Indian or Alaska Native	7	4	0	0.0
Asian	3	3	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	25	23	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	9	0	0.0
White	82	80	0	0.0
English Learners	3	3	0	0.0
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	96	88	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	6	5	0	0.0

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.38	1.64	0.00	5.71	6.81	10.13	0.20	3.17	3.60
Expulsions	0.69	0.00	0.00	0.17	0.06	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Our School Safety Plan is reviewed, updated and discussed annually by our Advisory Leadership Board during their February meeting. It is then sent and approved by the district board. Our current plan includes evacuation procedures and process instructions in the event of an emergency or catastrophic event. We have fire drills at least two times per year, as well as, an earthquake drill and lockdown drills for intruders off and on campus. For the most part, we have a single enclosed building and the campus is closed. We currently have 10 cameras surrounding the outside of our school and 6 indoor ones that cover the hallways and staircases. A perimeter fence was installed on the campus in the fall of 2018, which has helped the community be more aware of our surrounding borders and has decreased the amount of foot traffic passing through our school.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	43			5
Mathematics	17	4	3	
Science	24	1	3	
Social Science	44			4

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	19	4	1	1
Mathematics	16	7		
Science	17	4	1	
Social Science	28	1	2	1

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	15	5	1	0
Mathematics	14	7	0	0
Science	13	6	0	0
Social Science	17	3	2	0

2022-23 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	174

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$15,208.00	\$4,642.00	\$10,567.00	\$67,087.00
District	N/A	N/A	\$9,535.00	\$80,599
Percent Difference - School Site and District	N/A	N/A	10.3	-18.3
State	N/A	N/A	\$7,606.62	\$85,804.00
Percent Difference - School Site and State	N/A	N/A	32.6	-24.5

Fiscal Year 2022-23 Types of Services Funded

Services as defined in the Charter School's Local Control Accountability Plan (LCAP); District Services

- Special Education
- ROP/Career Technical Education
- LCFF Supplemental/Concentration
- Educational Talent Search

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$41,500.00	\$53,824
Mid-Range Teacher Salary	\$77,481.00	\$84,312
Highest Teacher Salary	\$103,137.00	\$104,930
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$112,182.00	\$148,501
Superintendent Salary	\$159,820.00	\$199,596
Percent of Budget for Teacher Salaries	31%	28.73%
Percent of Budget for Administrative Salaries	4%	5.39%

2022-23 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 Where there are student course enrollments of at least one student.	0

Professional Development

The District offers three district wide in-service days for all staff in addition to nine early release days, three of which are specifically allocated District-wide departments. We use a combination of days throughout the school year, including Monday mornings and Friday's for our building collaboration. Our staff have the opportunity to participate in professional development provided by the Shasta County Office of Education. Staff retreats are held at twice a year for one to two days. In addition, we are utilizing one of our own staff members to support professional growth, within our New Tech model, through the Educator Effectiveness grant. Finally, much of our recent professional development days over the past two years, has been used to

Professional Development

provide support and guidance for the implementation of our instructional model shift to a collegiate hybrid non-classroom-based independent study program.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14