

Pioneer Continuation High School
2021 School Accountability Report Card



**Pioneer Continuation
High School**

Est. 1967

Educating Every Student for Success

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Pioneer Continuation High School
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/
County-District-School (CDS) Code	45-70136-4530200

2021-22 District Contact Information

District Name	Shasta Union High School District
Phone Number	530-241-3261
Superintendent	Jim Cloney
Email Address	jcloney@suhsd.net
District Website Address	www.suhsd.net

2021-22 School Overview

Pioneer High School has an enrollment of approximately 250 students who are at least sixteen years of age or older and are at risk of not graduating on time due to credit deficiency, discipline issues, or both. Pioneer High School, established in 1967, is the oldest continuation high school in the Redding area and is WASC Accredited. We offer a core curriculum that matches the comprehensive high schools and our students have the advantage of small class sizes as well as multiple support services. Students have an opportunity to earn accelerated credits as well as participate in CTE and other work experience opportunities. Students are enrolled for five periods daily and may also enroll in online courses as well as concurrent adult education courses to further accelerate the completion of 230 credits. The school calendar is divided into 6 grading sessions over the course of the year. The campus is closed, however, students can earn the privilege of going off-campus at lunchtime if they earn required credits, demonstrate good attendance, and do not acquire any referrals regarding behavior issues.

Approximately 90-95% of the students at Pioneer Continuation High School are credit deficient. Quite often students enroll as seniors with a significant lack of credits in the courses of Math, English, and Social Science. Sometimes the biggest barrier to student achievement is an attitude where students either believe they can't or aren't willing to succeed (for a variety of reasons). We focus on removing the obstacles that get in the way of student learning and develop Individual Graduation and Beyond Plans. The challenge is to prepare these students for the next phase of life. If they are not able to obtain a diploma at Pioneer (because it's mathematically impossible), we counsel them for the next step at Shasta Adult School or the GED process. The goals for all students are to prepare them for one of five next steps in life: (1) Post Graduate Education; (2) Trade School; (3) Certification or an Apprentice Program; (4) Military or (5) the Work Force. The academic instructional focus is geared toward state standards and our Expected Schoolwide Learning Results (ESLR's). Pioneer students must meet all district and state standards in order to receive a diploma. Student performance is directly linked to teacher competency. As certificated openings occur in settings with low performing students, it's imperative to recruit the best teachers to work with the students with the greatest needs.

The campus has also been modernized with two new buildings and updated landscaping.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	7
Grade 10	11
Grade 11	39
Grade 12	77
Total Enrollment	134

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	33.6
Male	66.4
American Indian or Alaska Native	6.7
Asian	0.7
Black or African American	3
Hispanic or Latino	14.9
Two or More Races	8.2
White	66.4
English Learners	2.2
Foster Youth	10.4
Socioeconomically Disadvantaged	85.8
Students with Disabilities	24.6

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

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

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)	7.5	65.4	211.6	81.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.6	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.6	5.2	6.2	2.4	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.4	29.3	29.4	11.3	12115.8	4.4
Unknown	0.0	0.0	11.8	4.6	18854.3	6.9
Total Teaching Positions	11.6	100.0	260.8	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.6
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.6

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	3.4
Total Out-of-Field Teachers	3.4

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.6
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

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

12-2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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	Yes	0%
Mathematics	Algebra 1: Holt Algebra 1 California Edition (Holt-McDougal) © 2007 Geometry: Geometry: Concepts & Skills (Holt-McDougal) © 2005 CP Geometry: Holt California Geometry (Holt-McDougal) © 2008 Algebra 2: Holt California Algebra 2 (Holt-McDougal) © 2008 Trigonometry/Precalculus: Precalculus: Graphical, Numerical, Algebraic (Prentice Hall) © 2007 Statistics: Stats in Your World (Pearson) © 2012	Yes	0%
Science	Physical/Earth Science: Holt California Earth Science (Holt-McDougal) © 2007 Biology: Holt Biology, California Edition (Holt, Rinehart & Winston) © 2006 Chemistry: Holt Modern Chemistry (Holt, Rinehart & Winston) © 2002 CA Chemistry: Matter & Change (Glencoe/McGraw-Hill) © 2007 Physics: Holt Physics (Holt, Rinehart & Winston) © 2006	Yes	0%
History-Social Science	Intro to Social Science: Sociology – The Study of Human Relationships (Holt, Rinehart & Winston) © 2005 Personal Growth: Lifetime Health (Houghton-Mifflin) © 2009 World History: World History: Modern World (Prentice Hall) © 2007 U.S. History: The Americans: Reconstruction to the 21st Century (McDougal Littell) © 2006 Economics: Economics: Principles and Practices (Glencoe/McGraw-Hill) © 2008 American Government: Magruder’s American Government (Prentice Hall) © 2009	Yes	0%
Foreign Language	Spanish: TPRS Instructional Materials (Blaine Ray Workshops) French: Bien Dit! (Holt-McDougal) © 2008 American Sign Language: A Basic Course in ASL (TJ Publishers/Harris Communication) © 1994; Signing Naturally (DawnSign Press); Bravo ASL! (DawnSign Press) Chinese: Integrated Chinese (Cheng & Tsuzi Co.)	Yes	0%

Health	Lifetime Health (Houghton-Mifflin) © 2009	Yes	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)	Yes	0%
Science Laboratory Equipment (grades 9-12)	All district science labs are fully equipped to teach students the standards-aligned science curricula.		0%

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.

Year and month of the most recent FIT report

6/25/20

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			Student restrooms were refurbished at the beginning of the 2019-2020 School Year.
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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	81	30	37.04	62.96	13.79
Female	32	10	31.25	68.75	--
Male	49	20	40.82	59.18	10.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	49	18	36.73	63.27	23.53
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	25	40.98	59.02	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	5	41.67	58.33	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	81	27	33.33	66.67	0.00
Female	32	11	34.38	65.62	0.00
Male	49	16	32.65	67.35	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	49	16	32.65	67.35	0.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	22	36.07	63.93	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	3	25.00	75.00	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	18.00	N/A	38.43	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	139	51	36.69	63.31	18.00
Female	48	15	31.25	68.75	26.67
Male	91	36	39.56	60.44	14.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	6	28.57	71.43	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	6	30.00	70.00	--
White	84	33	39.29	60.71	21.88
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	101	36	35.64	64.36	11.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	2	11.76	88.24	--

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 of the CTE courses are Dual Enrolled or Articulated with Shasta College and offer students an opportunity to earn college credit and receive a strong experience and understanding of all aspects of the industry they may consider pursuing 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 curriculum, equipment, and facilities. These services ensure special needs students are recruited, enrolled, supported, and 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: PLANT and SOIL SCIENCE Viticulture

CAREER PATHWAY: AGRISCIENCE AG Physical Science Integrated AG Biology

INDUSTRY SECTOR: BUILDING and CONSTRUCTION TRADES

CAREER PATHWAY: RESIDENTIAL and COMMERCIAL CONSTRUCTION Construction Technology Careers

CAREER PATHWAY: CABINETRY, MILLWORK, and WOODWORKING Construction Principles The Art of Fine Woodworking

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: ARCHITECTURAL DESIGN Exploring Engineering Computer Science Principles

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

INDUSTRY SECTOR: HOSPITALITY, TOURISM, and RECREATION

CAREER PATHWAY: FOOD SERVICE and HOSPITALITY Culinary Arts Catering, Baking, & Contemporary Cuisine

CAREER PATHWAY: FOOD SERVICE and HOSPITALITY Chef Prep

2020-21 Career Technical Education Programs

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: MANUFACTURING and PRODUCT DEVELOPMENT

CAREER PATHWAY: MACHINING and FORMING TECHNOLOGIES

Exploring Engineering

Advanced Manufacturing

CAREER PATHWAY: PRODUCT INNOVATION and DESIGN

Computer-Aided Drafting

Advanced Manufacturing

CAREER PATHWAY: GRAPHIC PRODUCTION TECHNOLOGIES

Exploring Engineering

PC Graphics and Design

Design

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 each year with the CTE Director and program advisory committees. The District CTE Advisory is run by the CTE Director and includes industry representatives from all the CTE pathways in the District.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	76
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	

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	57.46
2019-2020 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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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 School Messenger 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	13.9	8.6	19.1	3.5	4.0	4.2	9.0	8.9	9.4
Graduation Rate	59.3	63.3	58.0	92.3	90.8	88.7	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	131	76	58.0
Female	43	29	67.4
Male	88	47	53.4
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	21	12	57.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	16	11	68.8
White	84	46	54.8
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	23	15	65.2
Socioeconomically Disadvantaged	120	68	56.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	20	8	40.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	287	253	205	81.0
Female	94	89	72	80.9
Male	193	164	133	81.1
American Indian or Alaska Native	14	13	12	92.3
Asian	6	4	4	100.0
Black or African American	8	7	7	100.0
Filipino	2	1	1	100.0
Hispanic or Latino	47	38	33	86.8
Native Hawaiian or Pacific Islander	4	4	4	100.0
Two or More Races	29	26	21	80.8
White	176	159	123	77.4
English Learners	7	7	6	85.7
Foster Youth	22	21	15	71.4
Homeless	8	7	7	100.0
Socioeconomically Disadvantaged	224	202	164	81.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	60	52	33	63.5

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	12.65	1.74	5.67	2.10	3.47	0.20
Expulsions	0.31	0.00	0.25	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	14.10	4.20	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.74	0.00
Female	1.06	0.00
Male	2.07	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	3.45	0.00
White	2.27	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.67	0.00

2021-22 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	23		
Mathematics	6	23		
Science	5	11		
Social Science	10	19		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	18		
Mathematics	6	20		
Science	6	14		
Social Science	6	34		

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	6	16		
Mathematics	4	27		
Science	4	16		
Social Science	6	26	1	

2020-21 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	134

2020-21 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	10714	5882	4832	59799
District	N/A	N/A	6591	\$76,081
Percent Difference - School Site and District	N/A	N/A	-30.8	-24.0
State			\$8,444	\$83,672
Percent Difference - School Site and State	N/A	N/A	-54.4	-33.3

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$43,320	\$50,546
Mid-Range Teacher Salary	\$72,778	\$81,807
Highest Teacher Salary	\$97,650	\$103,463
Average Principal Salary (Elementary)	\$0	\$0
Average Principal Salary (Middle)	\$0	\$169,216
Average Principal Salary (High)	\$145,903	\$140,004
Superintendent Salary	\$172,585	\$182,878
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	5%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

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

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
- 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

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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	36

Shasta Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Shasta Union High School District
Phone Number	530-241-3261
Superintendent	Jim Cloney
Email Address	jcloney@suhsd.net
District Website Address	www.suhsd.net

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1040	849	81.63	18.37	67.26
Female	507	425	83.83	16.17	74.70
Male	533	424	79.55	20.45	59.81
American Indian or Alaska Native	29	22	75.86	24.14	63.64
Asian	53	42	79.25	20.75	73.81
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	132	82.50	17.50	62.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	78	62	79.49	20.51	59.68
White	698	573	82.09	17.91	69.65
English Learners	18	9	50.00	50.00	--
Foster Youth	13	8	61.54	38.46	--
Homeless	20	14	70.00	30.00	28.57
Military	23	20	86.96	13.04	55.00
Socioeconomically Disadvantaged	417	306	73.38	26.62	60.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	128	92	71.88	28.12	14.13

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1040	840	80.77	19.23	40.52
Female	507	417	82.25	17.75	41.97
Male	533	423	79.36	20.64	39.10
American Indian or Alaska Native	29	21	72.41	27.59	23.81
Asian	53	43	81.13	18.87	46.51
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	136	85.00	15.00	30.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	78	60	76.92	23.08	31.67
White	698	564	80.80		44.40
English Learners	18	8	44.44	55.56	--
Foster Youth	13	7	53.85	46.15	--
Homeless	20	16	80.00	20.00	0.00
Military	23	18	78.26	21.74	44.44
Socioeconomically Disadvantaged	417	299	71.70	28.30	29.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	128	87	67.97	32.03	10.34

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

