Anderson New Technology High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 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

2022-23 District Contact Information

District Name	Anderson Union High School District
Phone Number	(530) 378-0568
Superintendent	Victor Hopper
Email Address	vhopper@auhsd.net
District Website Address	http://www.auhsd.net

2022-23 School Overview

New Tech Network schools utilize project and problem-based learning (PBL) 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.

At New Tech, we place 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 in their community.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	39
Grade 10	40
Grade 11	14
Grade 12	17
Total Enrollment	110

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5
Male	53.6
American Indian or Alaska Native	1.8
Asian	1.8
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	15.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	5.5
White	75.5
English Learners	1.8
Foster Youth	1.8
Homeless	0.9
Migrant	0.0
Socioeconomically Disadvantaged	67.3
Students with Disabilities	4.5

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

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

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

2021-22 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)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.60	14.20

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We are a problem based learning school, which means our students use texts 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	August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own 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.auhsd.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.auhsd.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.auhsd.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.auhsd.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.auhsd.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.auhsd.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.auhsd.net.	Yes	0
Science Laboratory Equipment (grades 9-12)	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.auhsd.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. 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			
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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	86	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	57	N/A	25	N/A	33

2021-22 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	14	14	100.00	0.00	85.71
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 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	14	14	100.00	0.00	57.14
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	45.24	30	18.05	19.67	28.5	29.47

2021-22 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	20	20	100	0	30
Female	12	12	100	0	16.67
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
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	14	14	100	0	28.57
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100	0	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

To graduate we require all students to complete 30 hours of 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 Program, 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 Dual Enrollment with Shasta College.

Currently we have one teacher who is CTE certified in Graphic Media/Design. With future growth of our school enrollment, we will explore opportunities to add CTE programs of study including but not limited too: Arts, Media and Entertainment industry sector.

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.

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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	27
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	40.00

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.

2021-22 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.   Due to changes to the 2021-22 PFT administration, 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	14	13	14%	13%	14%

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.

2022-23 Opportunities for Parental Involvement

Parental involvement is welcomed and may come by direct or indirect contact with staff and students. Programs and activities at Anderson New Technology High School that benefit from parental involvement include: 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 be judges for our project presentations throughout their child's time at our school, we especially encourage 9th grade parents to be on the panel for 12th grade "Year End Defense" presentations. Parents may also 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0	9.1		10.5	8.6		8.9	7.8
Graduation Rate		95.2	90.9		86.8	87		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	11	10	90.9
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	122	117	26	22.2
Female	56	53	12	22.6
Male	63	61	12	19.7
American Indian or Alaska Native	3	3	1	33.3
Asian	3	2	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	17	17	2	11.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	3	37.5
White	90	86	20	23.3
English Learners	2	2	0	0.0
Foster Youth	3	3	2	66.7
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	84	81	21	25.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	6	6	1	16.7

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.74	4.15	2.45
Expulsions	0.00	0.06	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.38	1.64	5.71	6.81	0.20	3.17
Expulsions	0.69	0.00	0.17	0.06	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.64	0.00
Female	0.00	0.00
Male	3.17	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	5.88	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.11	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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.

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	31	1	3	2
Mathematics	17	5	2	
Science	21	3	1	
Social Science	47		2	2

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

2021-22 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	122.22

2021-22 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)	0.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$12,732	$2,840	$9,892	$67,696
District	N/A	N/A	$9,363	$75,949
Percent Difference - School Site and District	N/A	N/A	5.5	-11.5
State	N/A	N/A	$6,594	$84,932
Percent Difference - School Site and State	N/A	N/A	40.0	-22.6

2021-22 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
- MTSS

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$40,953	$50,352
Mid-Range Teacher Salary	$71,463	$83,849
Highest Teacher Salary	$98,137	$103,007
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$169,216
Average Principal Salary (High)	$125,338	$144,431
Superintendent Salary	$152,000	$193,259
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	5%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14