

Shasta Charter Academy

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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	Shasta Charter Academy
Street	307 Park Marina Circle
City, State, Zip	Redding, CA 96001
Phone Number	(530) 245-2600
Principal	Benjamin Claassen
Email Address	bclaassen@sca-edu.org
School Website	www.sca-edu.org
County-District-School (CDS) Code	45 70136 4530267

2023-24 District Contact Information

District Name	Shasta Charter Academy
Phone Number	(530) 241-3261
Superintendent	Jim Cloney
Email Address	jcloney@suhdsd.net
District Website	www.suhdsd.net

2023-24 School Description and Mission Statement

Principal's Message

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

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

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

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

Benjamin Claassen, Director/ Superintendent

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	63
Grade 10	79
Grade 11	72
Grade 12	60
Total Enrollment	274

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.6%
Male	47.1%
American Indian or Alaska Native	2.9%
Asian	2.6%
Black or African American	1.1%
Filipino	0.7%
Hispanic or Latino	12.8%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	5.8%
White	69.3%
English Learners	0.7%
Foster Youth	0.7%
Homeless	1.1%
Socioeconomically Disadvantaged	51.1%
Students with Disabilities	9.9%

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)	4.30	29.14	211.60	81.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	0.61	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	1.89	6.20	2.41	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	10.00	67.61	29.40	11.28	12115.80	4.41
Unknown	0.20	1.35	11.80	4.55	18854.30	6.86
Total Teaching Positions	14.70	100.00	260.80	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)	4.70	32.19	212.70	82.76	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.30	2.06	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	9.50	65.34	28.10	10.93	11953.10	4.28
Unknown	0.30	2.40	8.90	3.46	15831.90	5.67
Total Teaching Positions	14.60	100.00	257.10	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	0.00
Misassignments	0.20	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	0.00

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	10.00	9.50
Total Out-of-Field Teachers	10.00	9.50

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)	35.2	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)	0.5	0.8

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

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

Year and month in which the data were collected

12/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9: "Collections 9", Houghton Mifflin Harcourt, 2015 English 10: "Collections 10", Houghton Mifflin Harcourt, 2015 English 11: "Collections 11", Houghton Mifflin Harcourt, 2015 English 12: "Collections 12", Houghton Mifflin Harcourt, 2015 English 9: "Pathways" - Perfection Learning 2008 English 10: "Reading the World" - Perfection Learning - 2003 English 11: "American Short Stories" - Perfection Learning 2003 Easy Grammar: Plus, Easy Grammar Systems 2007 Writer's Inc, Houghton Mifflin 2001	Yes	0
Mathematics	"Algebra 1" - Big Ideas Learning - 2019 "Geometry" - Big Ideas Learning - 2019 "Algebra 2" - Big Ideas Learning - 2019	Yes	0
Science	CP and non-CP Earth Science: "Inspire Earth Science" - McGraw Hill 2020 CP and non-CP Biology: "Inspire Biology" - McGraw Hill 2020 Honors Chemistry: "Chemistry: Concepts and Applications" - Glencoe 2014	Yes	0
History-Social Science	Career Choices: "Career Choices" - Academic Innovations 2016 CP and non-CP Introduction to Social Science/ Human Geography: "Global Geography" - Houghton Mifflin Harcourt 2019 Honors, CP and non-CP Modern World History: "Modern World History" - Houghton Mifflin Harcourt 2019 Honors, CP and non-CP United States History: "American History" - Houghton Mifflin Harcourt 2019 CP and non-CP Government - "United States Government Our Democracy" - McGraw Hill Education 2016 CP and non-CP Economics - "Understanding Economics" - McGraw Hill Education 2016	Yes	0
Foreign Language	Teacher provided curriculum or Odysseyware or Shasta Community College Classes	Yes	0
Health	N/A		
Visual and Performing Arts	Teacher provided materials	Yes	0

School Facility Conditions and Planned Improvements

Shasta Charter Academy is located at its resource center at 307 and 333 Park Marina Circle in Redding. The current building were initially constructed in 1984 and after the charter school purchased the buildings, a major remodeling of the buildings was undertaken. Work completed in December 2016. The school is currently housed in 2 buildings totaling 18,500 square feet. The new facility exceeds current school needs in order to meet anticipated future needs of the school and is in excellent condition.

Year and month of the most recent FIT report

NA

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).

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)	66	68	64	64	47	46
Mathematics (grades 3-8 and 11)	48	42	45	44	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	70	62	88.57	11.43	67.74
Female	41	36	87.80	12.20	63.89
Male	29	26	89.66	10.34	73.08
American Indian or Alaska Native	--	--	--	--	--
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	53	47	88.68	11.32	68.09
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
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	70	62	88.57	11.43	41.94
Female	41	36	87.80	12.20	38.89
Male	29	26	89.66	10.34	46.15
American Indian or Alaska Native	--	--	--	--	--
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	53	47	88.68	11.32	40.43
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
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)	45.45	44.12	40.95	37.90	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	76	34	44.74	55.26	44.12
Female	41	16	39.02	60.98	43.75
Male	35	18	51.43	48.57	44.44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	56	24	42.86	57.14	45.83
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Shasta Charter Academy staff believes in supporting all students in achieving their career goals. Shasta Charter Academy offers a wide array of Career Technical Education elective options for students. Options include online classes and classes through our local community college, Shasta College. Shasta College also offers many career training options which our students utilize, including heavy equipment operation certification, welding certification, as well as many other industries. SCA also uses CTE courses supplied through Odysseyware, an online learning platform that offers CTE course sequences. The SCA staff serves as the advisory committee for SCA-provided CTE courses.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	3
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	92.34
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	10.81

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 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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

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

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

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

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

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 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	3.4	6.5	2.7	4.2	4.5	4	9.4	7.8	8.2
Graduation Rate	89.7	90.9	91.9	88.7	92.9	90.8	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	74	68	91.9
Female	42	38	90.5
Male	32	30	93.8
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	58	55	94.8
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	38	33	86.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	308	299	6	2.0
Female	165	161	3	1.9
Male	139	135	3	2.2
Non-Binary	4	3	0	0.0
American Indian or Alaska Native	8	8	2	25.0
Asian	7	7	0	0.0
Black or African American	3	3	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	39	38	0	0.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	20	18	0	0.0
White	214	209	3	1.4
English Learners	2	2	0	0.0
Foster Youth	4	4	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	160	155	4	2.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	34	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	1.00	0.34	0.65	2.10	5.61	5.65	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.65	0
Female	1.21	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	0.93	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.25	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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

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	4	62	1	
Mathematics	6	38	3	
Science	5	32	1	
Social Science	3	76		

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	3	59		
Mathematics	6	39		
Science	6	23	1	
Social Science	3	74		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	58	2	0
Mathematics	7	38	2	0
Science	6	26	3	0
Social Science	4	75	0	0

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	274

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

Fiscal Year 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	\$15,899	\$2,377	\$13,522	\$93,086
District	N/A	N/A		\$79,693
Percent Difference - School Site and District	N/A	N/A		15.5
State	N/A	N/A	\$7,607	\$85,804
Percent Difference - School Site and State	N/A	N/A	56.0	8.1

Fiscal Year 2022-23 Types of Services Funded

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

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	\$44,620	\$53,824
Mid-Range Teacher Salary	\$74,961	\$84,312
Highest Teacher Salary	\$100,488	\$104,930
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	
Average Principal Salary (High)	\$145,903	\$148,501
Superintendent Salary	\$172,585	\$199,596
Percent of Budget for Teacher Salaries	31.05%	28.73%
Percent of Budget for Administrative Salaries	4.52%	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

Professional development for the SCA staff typically occurs on the first and third Fridays of all months during the school year, for an average of 15 days per school year, which provides a total of 37.5 hours of professional development per year. Additionally, staff are encouraged to pursue personal development utilizing continuing education courses through universities and professional organizations. Staff also attend supplemental training in Common Core State Standards and a variety of curricular areas through the Shasta County Office of Education and El Dorado County SELPA. Staff also regularly attend

Professional Development

educational conferences including the California Charter Schools Association (CCSA), Computer Using Educators (CUE), CASBO, and APLUS+.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	15	14	17