# Shasta County Independent Study

## 2022-2023 School Accountability Report Card
## (Published During the 2023-2024 School Year)

SHASTA COUNTY

INDEPENDENT STUDY

*Where futures take flight*

# 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.<br><br>- 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/.<br><br>- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.<br><br>- 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 County Independent Study |
| **Street** | 3711 Oasis Road |
| **City, State, Zip** | Redding, CA 96003 |
| **Phone Number** | 530-225-0163 |
| **Principal** | Carie Webb |
| **Email Address** | cwebb@shastacoe.org |
| **School Website** | scisredding.org |
| **County-District-School (CDS) Code** | 45104540132647 |

## 2023-24 District Contact Information

| | |
|---|---|
| **District Name** | Shasta County Office of Education |
| **Phone Number** | (530) 225-0200 |
| **Superintendent** | Judy Flores |
| **Email Address** | jflores@shastacoe.org |
| **District Website** | www.shastacoe.org |

## 2023-24 School Description and Mission Statement

The Shasta County Independent Study (SCIS) serves students who seek an educational alternative to traditional seat-time-based education. The program serves students in grades 6-12, with instruction provided at two locations, 3711 Oasis Road, and at Shasta College for the purpose of facilitating concurrent enrollment for 11th and 12th-grade students. The school uses the instructional strategy of independent study with support to meet the educational needs, interests, aptitudes, and abilities of all students. Currently, there are four full-time teachers and a paraprofessional working with approximately 120 students. Students meet with their teacher for one hour two times per week at either of the two locations in Shasta County. The school's curricula are standards-based, and courses are considered equivalent to quality classroom instruction. The school's mission statement is, "To develop educated and responsible citizens." The school's vision statement is, "To offer flexible options for personalized learning to prepare students for college and career," with an emphasis on students' abilities: to be independent learners who are effective time managers, goal-oriented, and critical thinkers; effective communicators who listen for understanding and advocate for self and others; and productive citizens who are collaborative and culturally literate lifetime learners."

# About this School

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Grade 6 | 1 |
| Grade 7 | 2 |
| Grade 8 | 2 |
| Grade 9 | 5 |
| Grade 10 | 28 |
| Grade 11 | 32 |
| Grade 12 | 37 |
| **Total Enrollment** | 107 |

## 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 56.1% |
| Male | 42.1% |
| American Indian or Alaska Native | 3.7% |
| Asian | 1.9% |
| Black or African American | 2.8% |
| Hispanic or Latino | 13.1% |
| Two or More Races | 15% |
| White | 63.6% |
| English Learners | 0.9% |
| Foster Youth | 1.9% |
| Homeless | 4.7% |
| Socioeconomically Disadvantaged | 88.8% |
| Students with Disabilities | 7.5% |

## 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) | 0.60 | 13.03 | 22.90 | 48.86 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.20 | 4.41 | 1.20 | 2.60 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.90 | 19.84 | 2.20 | 4.82 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 3.10 | 62.53 | 14.10 | 30.19 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 6.30 | 13.49 | 18854.30 | 6.86 |
| Total Teaching Positions | 4.90 | 100.00 | 46.90 | 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) | 1.20 | 31.25 | 28.30 | 58.83 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 2.00 | 4.15 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 1.50 | 3.11 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 2.60 | 66.75 | 11.70 | 24.48 | 11953.10 | 4.28 |
| Unknown | 0.00 | 1.75 | 4.50 | 9.40 | 15831.90 | 5.67 |
| Total Teaching Positions | 4.00 | 100.00 | 48.10 | 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 | 0.90 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.90 | 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 | 3.10 | 2.60 |
| Total Out-of-Field Teachers | 3.10 | 2.60 |

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

## Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 38 | 0 |

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

| Year and month in which the data were collected | January 2023 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Character Based Literacy, 2011 Expository Reading and Writing Course  2008 Edgenuity | Yes | 0% |

| | | | |
|---|---|---|---|
| **Mathematics** | CPM<br>Edgenuity | Yes | 0% |
| **Science** | Prentice Hall, 2007<br>Edgenuity | Yes | 0% |
| **History-Social Science** | Mcgraw Hill 2019 Geography/Us Hist/Wld. Hist/Econ/Gov<br>Edgenuity | Yes | 0% |
| **Foreign Language** | Edgenuity | Yes | 0 |
| **Health** | Edgenuity | Yes | 0 |
| **Visual and Performing Arts** | Edgenuity | Yes | 0 |

## School Facility Conditions and Planned Improvements

The Shasta County Office of Education takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort the Shasta County Office of Education uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Shasta County Office of Education Facilities Department.

The Shasta County Office of Education maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order website provided by the California Department of Education funded K12HSN is used to ensure efficient service and that emergency repairs are given the highest priority. In addition, preventative maintenance is conducted on a regular basis. The school has two sites; the largest is co-located on a Shasta County Office of Education campus with two other schools. This site consists of four classrooms, a multipurpose room, and an administrative building, which were built in 2005. The second site, is located on the Shasta College campus and consists of a single classroom building.

| Year and month of the most recent FIT report | 11/15/2023 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|:---:|:---:|:---:|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:**<br>Interior Surfaces | X | | | |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | |
| **Structural:**<br>Structural Damage, Roofs | X | | | |
| **External:**<br>Playground/School Grounds, Windows/<br>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) | 40 | 31 | 49 | 44 | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | 5 | 5 | 29 | 29 | 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 | 44 | 42 | 95.45 | 4.55 | 30.95 |
| Female | 19 | 18 | 94.74 | 5.26 | 11.11 |
| Male | 24 | 23 | 95.83 | 4.17 | 43.48 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| 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 | 29 | 27 | 93.10 | 6.90 | 29.63 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 37 | 35 | 94.59 | 5.41 | 28.57 |
| 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 | 44 | 42 | 95.45 | 4.55 | 4.76 |
| Female | 19 | 18 | 94.74 | 5.26 | 0.00 |
| Male | 24 | 23 | 95.83 | 4.17 | 8.70 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| 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 | 29 | 27 | 93.10 | 6.90 | 0.00 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 37 | 35 | 94.59 | 5.41 | 5.71 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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) | 11.11 | 18.52 | 10.26 | 12.50 | 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 | 30 | 27 | 90.00 | 10.00 | 18.52 |
| Female | 20 | 18 | 90.00 | 10.00 | 16.67 |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 19 | 18 | 94.74 | 5.26 | 16.67 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 20 | 18 | 90.00 | 10.00 | 11.11 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## 2022-23 Career Technical Education Programs

CTE courses are offered to 11th and 12th grade students through a partnership with the Shasta-Trinity Regional Occupations Program. Career Exploration is an offered elective to all students and Career Choices curriculum was implemented with 9th and 10th grade students. Pathway opportunities are a hybrid of online courses and community college.
CTE Pathway: Business Management
CTE Calpads Code 182
CTE Industry Sector: Business & Finance
CTE Pathway: Agricultural Mechanics
CTE Calpads Code 101
CTE Industry Sector: Manufacturing & Product Development
CTE Pathway: Health Science
CTE Calpads Code:
CTE Industry Sector: Health Science & Medical Technology

## 2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | 2 |
| **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** | 100 |
| **2021-22 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.

## 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 | NA | NA | NA | NA | NA |
| 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 and students attend orientation, this provides overview of opportunities for partner input. Parents also meet directly with teachers upon student enrollment. Some parents accompany their student during their weekly instructional periods, while others choose to work with their students independently at home. Information about the Shasta County Office of Education programs and parent rights are distributed to parents every year. Additionally, parents participate on the combined School Site Council and are involved in the development of school goals, strategies for improvement and action steps for Single Plan for Student Achievement. Parent events are held quarterly.

Parents:
* School Site Council Goals Update/Input: serves as the parent advisory committee (Met in Sept/Nov/Jan/March)
* Excel Academy conducts exit interviews for students returning to districts - (Conducted in December and June)
* Parent Teacher conferences (Oct/March)
* American Indian Advisory Committee (Oct/Feb/March)

Students:
* Climate Surveys/Forums: Kelvin Pulses 5+ times annually(Sept/Nov/Jan/March/May)
* JCS town hall meetings (Nov/Dec/Jan/Feb/March/April/May/June)
* Student Voice panels (Dec/April)
* Student members part of the Student Attendance Review Team (SART) (Feb/March/April/May/June)

## 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 | 25.5 | 21.4 | 23.9 | 20.9 | 17.1 | 17.9 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 54.9 | 78.6 | 76.1 | 69.6 | 80.3 | 78.6 | 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 | 46 | 35 | 76.1 |
| Female | 29 | 23 | 79.3 |
| Male | 16 | 11 | 68.8 |
| Non-Binary | | | |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | 0 | 0 | 0.00 |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | -- | -- | -- |
| White | 29 | 23 | 79.3 |
| English Learners | 0.0 | 0.0 | 0.0 |
| Foster Youth | -- | -- | -- |
| Homeless | 11 | 8 | 72.7 |
| Socioeconomically Disadvantaged | 44 | 34 | 77.3 |
| 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 | 137 | 133 | 57 | 42.9 |
| Female | 75 | 74 | 35 | 47.3 |
| Male | 60 | 57 | 20 | 35.1 |
| Non-Binary | 2 | 2 | 2 | 100.0 |
| American Indian or Alaska Native | 5 | 5 | 2 | 40.0 |
| Asian | 2 | 2 | 1 | 50.0 |
| Black or African American | 3 | 1 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 24 | 23 | 9 | 39.1 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 16 | 16 | 8 | 50.0 |
| White | 86 | 85 | 37 | 43.5 |
| English Learners | 2 | 2 | 1 | 50.0 |
| Foster Youth | 5 | 5 | 3 | 60.0 |
| Homeless | 13 | 13 | 7 | 53.8 |
| Socioeconomically Disadvantaged | 113 | 110 | 43 | 39.1 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 10 | 10 | 5 | 50.0 |

## 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 | 0.00 | 0.00 | 0.00 | 0.74 | 3.26 | 2.27 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 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 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

## 2023-24 School Safety Plan

Shasta County Independent Study operates and serves students in two locations. The classroom on the campus of Shasta College is included within the Safety Plan for the college and the Oasis site is included within the Safety Plan for the county office. Our site safety team meets quarterly to review and monitor effectiveness. These plans are presented to the Board of Education for review annually. Major components of each plan include prevention, intervention, mitigation and monitoring activities.

## 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 | 31 | | |
| Mathematics | 3 | 37 | | |
| Science | 3 | 33 | | |
| Social Science | 3 | 52 | | |

## 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 | 2 | 42 | | |
| Mathematics | 2 | 44 | | |
| Science | 2 | 31 | | |
| Social Science | 3 | 59 | | |

## 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 | 37 | 0 | 0 |
| Mathematics | 3 | 36 | 0 | 0 |
| Science | 3 | 27 | 0 | 0 |
| Social Science | 3 | 61 | 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 | 133.75 |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.8 |
| 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 | $15,865 | $5,449 | $10,415 | $73,427 |
| District | N/A | N/A | $8,959 | |
| Percent Difference - School Site and District | N/A | N/A | 15.0 | 6.8 |
| State | N/A | N/A | $7,607 | |
| Percent Difference - School Site and State | N/A | N/A | | |

## Fiscal Year 2022-23 Types of Services Funded

Shasta County Office of Education utilizes categorical funding to provide a variety of support for students. Support includes the provision of supplemental books and supplies. A school counselor is on campus for transcript analysis, social-emotional support, and college and career awareness. Para-educators are provided to reduce the student-to-staff ratio for increased academic and social-emotional support. Instructional content coaches provide professional development. Supplemental online applications and academic interventions are supported through categorical funding along with counseling groups.

## 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** | | |
| **Mid-Range Teacher Salary** | | |
| **Highest Teacher Salary** | | |
| **Average Principal Salary (Elementary)** | | |
| **Average Principal Salary (Middle)** | | |
| **Average Principal Salary (High)** | | |
| **Superintendent Salary** | | |
| **Percent of Budget for Teacher Salaries** | | |
| **Percent of Budget for Administrative Salaries** | | |

## 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 | |
|---|---|

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** | |
| **English** | |
| **Fine and Performing Arts** | |
| **Foreign Language** | |
| **Mathematics** | |
| **Science** | |
| **Social Science** | |
| **Total AP Courses Offered**<br>Where there are student course enrollments of at least one student. | |

## Professional Development

Independent study teachers have many professional development opportunities throughout the school year.
Monday collaborations have continued this year (22-23) with a focus on personalized learning, analyzing assessment DATA to inform instruction, using Canvas classroom and VR technology tools for building student engagement and collaboration.. A majority of our teaching staff are involved in supplemental grant opportunities such as Expository Reading and Writing (ERWC) and Canvas. Staff has attended training on Common Core State Standards (CCSS) and strategies for engaging students. The staff has been actively involved in the LEA's STEP teacher evaluation process, which offers annual training opportunities for

## Professional Development

SMART goal development and improving teacher effectiveness. They have attended professional development on our online learning platforms, Edgenuity and Achieve. Teachers also have the opportunity to attend training to support student engagement and learning in the maker space.

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

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