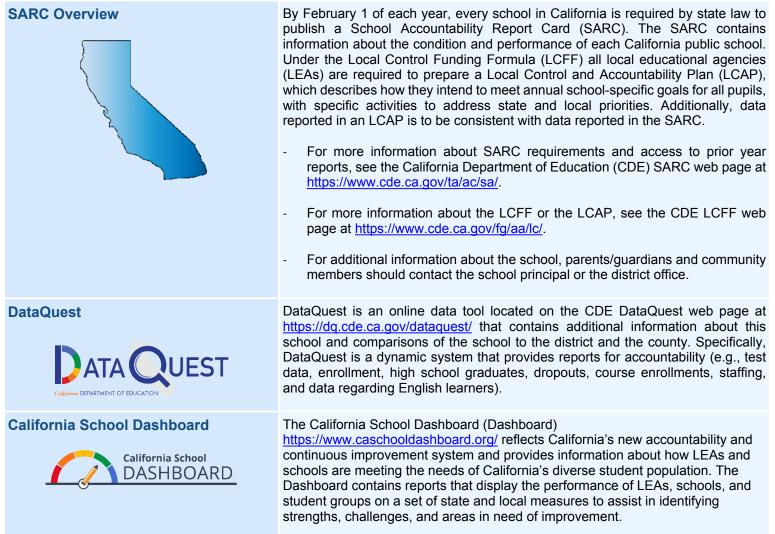# Enterprise High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Enterprise High School
Street	3411 Churn Creek Rd.
City, State, Zip	Redding, CA 96002
Phone Number	(530) 222-6601
Principal	Ryan Johnson
Email Address	ryjohnson@suhsd.net
School Website	http://www.enterprisehornets.com/
County-District-School (CDS) Code	45701364532750

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Enterprise High School has been in existence since 1954, and we pride ourselves on a tradition of strong academics complemented by music and athletic programs that are equaled by none. Enterprise High School is a proud member of the Shasta Union High School District in beautiful Shasta County. Parents, students, teachers, and community members have worked together to create a school that challenges students with a rigorous and relevant education marked by a real sense of community. We are currently in a mid-cycle WASC review for our accreditation received in 2018. We have been implementing our Student Learner Outcomes and WASC action plan that further defines the focus of the school. We are continually improving a rigorous and relevant curriculum while providing an encouraging and enriching environment for both staff and students. The Mission of Enterprise High School is prepare students for the fast-evolving 21st Century. Our foundational belief of "We Not Me" reflects our commitment to producing students with accountability, responsibility, and integrity. Our academic program has focused on providing our students with essential transferable academic and cognitive skills that will help them in their learning for life. These include a focus on critical thinking, communication, innovation, technology and literacy development.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	322
Grade 10	290
Grade 11	253
Grade 12	244
Total Enrollment	1,109

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8%
Male	52.4%
American Indian or Alaska Native	5.5%
Asian	10.6%
Black or African American	4.5%
Filipino	0.5%
Hispanic or Latino	22.8%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	4.5%
White	50%
English Learners	6.7%
Foster Youth	0.8%
Homeless	0.2%
Socioeconomically Disadvantaged	62.9%
Students with Disabilities	16.5%

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)	50.30	90.32	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)	1.00	1.90	6.20	2.41	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	1.67	29.40	11.28	12115.80	4.41
Unknown	3.30	6.09	11.80	4.55	18854.30	6.86
Total Teaching Positions	55.60	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)	46.80	89.70	212.70	82.76	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	1.91	1.90	0.77	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	2.60	5.30	2.06	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	0.78	28.10	10.93	11953.10	4.28
Unknown	2.50	4.96	8.90	3.46	15831.90	5.67
Total Teaching Positions	52.20	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	1.00
Misassignments	1.00	0.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.30

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	0.90	0.40
Total Out-of-Field Teachers	0.90	0.40

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)	2.8	0.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0.2

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

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

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

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CP English I: Common Core Literature Grade 9; Pearson 2015 Honors English I: Foundations of Language and Literature; Bedford, Freeman Worth 2017	Yes	0%

	CP English II: Common Core Literature Grade 10; Pearson 2015 CP English III: Common Core Literature The American Experience: Pearson 2015 AP English III: Language of Composition; Bedford Freeman Worth 2018 AP English IV: Literature 2022 CP English IV: ERWC 3.0 curriculum-- adopted in 2019		
Mathematics	CP & Honors Math 1-CPM Core Connections Integrated 1-2014 CP Honors Math 2, 2A & 2B-CPM Core ZConnections Integrated 2 -2015 CP Math 3- CPM Core Connections Integrated 3-2015 AP Trig/Pre-Calc-Pearson Precalculus 8th Edition-2022 CP Statistics: Stats in Your World (Pearson) ;2012 AP Statistics: Stats Modeling the World; 2016 AP Calculus: Calculus Graphical, Numerical, Algebraic; 2016 Financial Literacy-Cengage Financial Algebra 2nd Edition-2022	Yes	0%
Science	AP Physics: College Physics - A Strategic Approach, Knight, Jones, & Field, Pearson Publishers 2015 Modern Chemistry, Holt, Rinehart, and Winston, 2020 Inspire Earth Science, McGraw-Hill, 2020 Inspire Biology, McGraw-Hill, 2020 Applied Sci: Conceptual Integrated Science (Pearson)-2015 APES: Environmental Science for the AP Course -2018 AP Biology, Pearson 2018 Essentials of Human Anatomy & Physiology, Pearson 2019	Yes	0%
History-Social Science	CP Geography—The Human and Physical World ©2018; McGraw-Hill (new edition 2020) AP-Human Geography -Cultural Landscape An Introduction to Human Geography 14th Edition, James M. Rubenstein (PEARSON) (c 2024) Adopted 2023-24 CP Modern World History (1 st Ed) – adopted Fall 2022 AP European History: Western Civilization 2021 U.S. History: CP = HMH US History ©2018 – adopted Fall 2022 AP US History: Give me Liberty! AP Edition 6th edition (W.W Norton Co) 2020 CP Economics "Contemporary Economics" 4th ed (William A. McEachern) 2014 AP Economics: Macroeconomics "Krugman's Economics for AP" (Margaret Ray and David Anderson) 3rd Edition ©2019 Worth Publishers adopted 2021-22 AP Economics: Microeconomics Principles of Economics author: Mankiw AP Economics: Microeconomics "economics" by McConnell, Brue, Flynn, 2015, American Government: Magruder's American Government (Prentice Hall); 2019 AP Government: American Government: Institutions and Policies 16E by James Q Wilson, ©2019 AP Government: Stories of a Nation c2021 1st edition (BFW Publishers) adopted 2022 AP Psychology: Myers Psychology for AP (MacMillan Learning/BFW) ©2018 adopted 2018-19 Psychology: Psychology in Everyday Life (Bedford, Freeman & Worth) 2018	Yes	0%

Foreign Language	Spanish: TPRS Instructional Materials (Blaine Ray Workshops); 2007 French: Bien Dit! (Holt-McDougal); 2009 ASL: A Basic Course in ASL (TJ Publishers/Harris Communication) 1999 Signing Naturally (DawnSign Press); 1999 ASL: Green Book Series (The Green Book); 2000 Chinese: Integrated Chinese (Cheng & Tsuzi Co.); 2014	Yes	0%
Health	Positive Prevention Plus – consumable workbooks © 2021; adopted Spring 2016	Yes	0%
Visual and Performing Arts	Art: Art Talk (Glencoe/McGraw Hill) © 2000; Creative Artist (North Light Books); Keys to Drawing (North Light Books) Music: Essential Elements for Choirs (Glencoe/McGraw Hill); Guitar Method Books (Mel Bay); The Enjoyment of Music (Peoples Publishing); Music! Its Role & Importance in Our Lives (Glencoe/McGraw Hill); Sight Singing (Masterworks Press); Exercises for Ensemble Drill(JW Pepper Music Co); Artistry of Fundamentals-Band)	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

EHS had its new football field scoreboard installed during 2023. A new Wellness Center has been created in our main office building as well. Upcoming improvements include installation of new HVAC units across campus as well as installation of shade structures (Summer of 2024) and our EHS Memorial in the quad is set for remodel in the Summer of 2024.

EHS continues to assess facility needs on an ongoing basis and is in constant communication with the district office to ensure facility needs are met. Additionally, EHS runs a Safety Committee meeting monthly that also assess facility needs in terms of potential dangers or hazards. This information is also reported to the district.

Year and month of the most recent FIT report	07/01/2022

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	49 deficiencies reported: broken ceiling tiles, chipped paint, floor tiles damaged; some carpet is wavy and torn; water stains; light bulbs out; damaged Formica; missing molding; paint chipping on doors; paint peeling on bases of windows
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		light bulbs out; trip hazards from extension cords; broken, loose light diffusers; light panel out;
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

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)	57	61	64	64	47	46
Mathematics (grades 3-8 and 11)	29	37	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	242	236	97.52	2.48	61.44
Female	119	116	97.48	2.52	70.69
Male	122	119	97.54	2.46	52.94
American Indian or Alaska Native	14	14	100.00	0.00	42.86
Asian	26	26	100.00	0.00	61.54
Black or African American	14	14	100.00	0.00	42.86
Filipino	--	--	--	--	--
Hispanic or Latino	59	54	91.53	8.47	64.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	55.56
White	105	104	99.05	0.95	65.38
English Learners	16	12	75.00	25.00	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	116	112	96.55	3.45	55.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	35	97.22	2.78	8.57

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	242	236	97.52	2.48	36.86
Female	119	115	96.64	3.36	36.52
Male	122	120	98.36	1.64	37.50
American Indian or Alaska Native	14	13	92.86	7.14	23.08
Asian	26	26	100.00	0.00	50.00
Black or African American	14	14	100.00	0.00	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	59	54	91.53	8.47	37.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	38.89
White	105	105	100.00	0.00	38.10
English Learners	16	12	75.00	25.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	116	112	96.55	3.45	26.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	34	94.44	5.56	2.94

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)	39.11	31.56	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	465	457	98.28	1.72	31.51
Female	224	219	97.77	2.23	27.40
Male	239	236	98.74	1.26	35.59
American Indian or Alaska Native	24	23	95.83	4.17	21.74
Asian	46	46	100.00	0.00	34.78
Black or African American	19	19	100.00	0.00	21.05
Filipino	--	--	--	--	--
Hispanic or Latino	106	103	97.17	2.83	22.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	33	97.06	2.94	30.30
White	230	227	98.70	1.30	37.00
English Learners	23	22	95.65	4.35	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	235	232	98.72	1.28	23.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	68	91.89	8.11	5.88

2022-23 Career Technical Education Programs

The Shasta Union High School District offers CTE Career Pathways in the following Industry Sectors that are all aligned to the Model Curriculum Standards:
Agriculture and Natural Resources
Arts, Media, and Entertainment
Building and Construction Trades
Business and Finance
Education, Child Development, and Family Services
Engineering and Architecture
Health Science and Medical Technology
Hospitality, Tourism, and Recreation
Information and Communication Technologies
Manufacturing and Product Development
Public Services

Many of the CTE courses are Dual Enrolled or Articulated with Shasta College and offer students an opportunity to earn college credit and receive a strong experience and understanding of all aspects of the industry they may consider pursuing a future career. Most pathways also offer Industry Certifications and/or local Internship opportunities. A variety of CTE courses are also A-G approved. The District promotes, supports, and provides services that ensure all students have full and equitable participation in all CTE programs and courses. Support services are available for students with special needs. These services may include guidance and counseling, assessment; transitional services; and modifications to and reasonable accommodations for curriculum, equipment, and facilities. These services ensure special needs students are recruited, enrolled, supported, and complete CTE courses and programs.

Program sequences are offered in 27 Career Pathways that lead to post-secondary educational opportunities, industry certifications, and employment placements:

INDUSTRY SECTOR: AGRICULTURE and NATURAL RESOURCES
CAREER PATHWAY: PLANT and SOIL SCIENCE   Integrated AG Biology Plant & Soil Science
CAREER PATHWAY: ANIMAL SCIENCE   Integrated AG Biology Animal Science
CAREER PATHWAY: AGRICULTURAL MECHANICS AG Mechanics 1 AG Mechanics 2 AG Mechanics 3-4
CAREER PATHWAY: PLANT and SOIL SCIENCE   Viticulture
CAREER PATHWAY: AGRISCIENCE   AG Physical Science   Integrated AG Biology
CAREER PATHWAY: ANIMAL SCIENCE   Veterinarian Technician

INDUSTRY SECTOR: BUILDING and CONSTRUCTION TRADES
CAREER PATHWAY: RESIDENTIAL and COMMERCIAL CONSTRUCTION   Construction Technology Careers
CAREER PATHWAY: CABINETRY, MILLWORK, and WOODWORKING Construction Principles   The Art of Fine Woodworking

INDUSTRY SECTOR: BUSINESS and FINANCE
CAREER PATHWAY: BUSINESS MANAGEMENT Computer Literacy Introduction to Business

INDUSTRY SECTOR: EDUCATION, CHILD DEVELOPMENT, and FAMILY SERVICES
CAREER PATHWAY: EDUCATION   Early Childhood Education Careers

INDUSTRY SECTOR: ENGINEERING and ARCHITECTURE
CAREER PATHWAY: ARCHITECTURAL DESIGN Exploring Engineering   Computer Science Principles
CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering   Robotics Applications
CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering   Space Science and Engineering
CAREER PATHWAY: ENGINEERING TECHNOLOGY Robotics Eng. Tech.   Space Science and Engineering
CAREER PATHWAY: ENGINEERING DESIGN   Exploring Engineering   Computer Aided Drafting

INDUSTRY SECTOR: HEALTH SCIENCE and MEDICAL TECHNOLOGY
CAREER PATHWAY: PATIENT CARE   Intro. to Medical Careers   Medical Clinical
CAREER PATHWAY: PATIENT CARE   Dental Careers
CAREER PATHWAY: PATIENT CARE   Sports Medicine

INDUSTRY SECTOR: HOSPITALITY, TOURISM, and RECREATION
CAREER PATHWAY: FOOD SERVICE and HOSPITALITY Culinary Arts   Introduction to culinary Arts, &

2022-23 Career Technical Education Programs

Contemporary Cuisine
CAREER PATHWAY: FOOD SERVICE and HOSPITALITY   Chef Prep

INDUSTRY SECTOR: INFORMATION and COMMUNICATION TECHNOLOGIES
CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT   Computer Literacy   Computer Science Principles
CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT   Computer Literacy   PC Graphics and Design

INDUSTRY SECTOR: Arts, Media and Entertainment
CAREER PATHWAY: Design, Visual, and Media Arts
CAREER PATHWAY: Performing Arts
CAREER PATHWAY: Production and Managerial Arts

INDUSTRY SECTOR: MANUFACTURING and PRODUCT DEVELOPMENT
CAREER PATHWAY: MACHINING and FORMING TECHNOLOGIES   Exploring Engineering   Advanced Manufacturing
CAREER PATHWAY: PRODUCT INNOVATION and DESIGN   Computer-Aided Drafting Advanced Manufacturing
CAREER PATHWAY: GRAPHIC PRODUCTION TECHNOLOGIES   Exploring Engineering   PC Graphics and Design

INDUSTRY SECTOR: PUBLIC SERVICES
CAREER PATHWAY: EMERGENCY RESPONSE   Fire Technology
CAREER PATHWAY: EMERGENCY RESPONSE   Emergency Medical Technician
CAREER PATHWAY: PUBLIC SAFETY   Administration of Justice

MANUFACTURING AND PRODUCT DEVELOPMENT: Welding and Materials Joining

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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	460
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50.8
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	92.57
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	33.33

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94.1	88.3	88.9	88	96.7

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

To all Parents/ Guardians : To learn about opportunities to to get involved at EHS please call Kerri Forrister at 222-6601 ext 12502.

Some of these opportunities for you to get involved at EHS are listed below:

Enterprise Music Boosters
Contact Music Boosters President at (530) 222-6601
Boosters sponsor concerts, chaperone trips, provide transportation, and organize all events and support all music activities. All music booster parents are called upon at some point to help their child in music throughout the year. Boosters support 13 musical groups that travel throughout the entire year.

Sober Grad Organization
Contact Sober Grad Chair at (530) 222-6601
Graduation will soon be here! Parents are needed to help with the SOBER GRAD activities immediately after graduation. Your participation is vital in planning for a party that your senior will long remember! Volunteers are needed to help with such

2023-24 Opportunities for Parental Involvement

committees as food, prizes, decorations, and fundraising. While the SOBER GRAD party is primarily attended by each graduating class, parents from all classes are encouraged to help plan and chaperone the end of the year activity. Early planning insures that each year's party is well attended and provides students with a welcoming and safe graduation party.

Enterprise Sports Boosters
Contact Sports Booster President at (530) 222-6601
As most of you know, the Athletic Boosters Club raises virtually all of the money to pay for uniforms, equipment and other sports items that make our high school sports programs possible. The Enterprise High School Athletic Boosters Club encourages all parents of student-athletes to join the EHS Athletic Boosters Club and be an active member in helping support our school's sports programs.

Enterprise PTSA Club (Parent, Teacher, Student Association)
Contact PTSA President at (530) 222-6601
The Enterprise High School PTSA raises money used to grant annual college scholarships to qualified EHS graduates. The organization plays vital roles for the athletic programs by providing volunteer parents to collect money at all school athletic events and for the students by assisting in the EHS student recognition programs.

School Site Council (530) 222-6601
Our school site council meets routinely. Parents are involved in reviewing and approving our Single Plan of Student Achievement, School Safety Plan, and Local Control Accountability Plan (LCAP).

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	4.7	4.4	2.3	4.2	4.5	4	9.4	7.8	8.2
Graduation Rate	90.6	92	94.1	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	222	209	94.1
Female	111	105	94.6
Male	110	103	93.6
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	19	18	94.7
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	54	51	94.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	18	17	94.4
White	116	109	94.0
English Learners	21	21	100.0
Foster Youth	--	--	--
Homeless	15	15	100.0
Socioeconomically Disadvantaged	176	164	93.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	38	31	81.6

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1235	1156	240	20.8
Female	578	536	117	21.8
Male	648	611	121	19.8
Non-Binary	9	9	2	22.2
American Indian or Alaska Native	65	62	19	30.6
Asian	127	122	10	8.2
Black or African American	56	53	9	17.0
Filipino	5	5	1	20.0
Hispanic or Latino	290	267	51	19.1
Native Hawaiian or Pacific Islander	6	6	2	33.3
Two or More Races	60	56	13	23.2
White	614	574	133	23.2
English Learners	84	79	15	19.0
Foster Youth	15	12	1	8.3
Homeless	23	16	3	18.8
Socioeconomically Disadvantaged	864	801	187	23.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	211	198	46	23.2

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	3.27	9.74	7.77	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	7.77	0
Female	5.88	0
Male	9.41	0
Non-Binary		
American Indian or Alaska Native	10.77	0
Asian	2.36	0
Black or African American	16.07	0
Filipino	0	0
Hispanic or Latino	6.9	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	15	0
White	7.65	0
English Learners	2.38	0
Foster Youth	6.67	0
Homeless	13.04	0
Socioeconomically Disadvantaged	8.91	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.58	0

2023-24 School Safety Plan

Enterprise High School updates its Safety Plan regularly with recommendations from the school's safety committee. The safety committee consists of administration, faculty, counseling, security, maintenance, classified staff, students, parents, and the School Resource Officer. This committee meets every month to update, review, and develop health and safety procedures for our school. We also participate on the District Safety Committee that meets quarterly to ensure compliance and coordinated safety measures. Review with faculty is ongoing. The School Safety Plan was updated and approved by the EHS Site Council on 11/3/2023, and then the Board of Trustees on 11/15/2023.

Emergency drills (imminent danger and fire) are routinely practiced and reviewed in accordance with state law. Window tint for floor level classrooms has been installed for added security. Additional surveillance cameras and memory continue to be added to our already comprehensive video surveillance system, now numbering over 90 cameras. A full time Security Guard and a School Resource Officer (SRO) from the Redding Police Department are assigned to our campus. The EHS staff are undergoing ALICE training and we are shifting our focus on how to handle imminent danger and intruders on campus. As of August 2023, EHS will have 100% of staff and students trained in ALICE response techniques.

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	18	31	21	3
Mathematics	14	45	22	
Science	16	30	18	
Social Science	17	36	20	6

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	21	24	19	9
Mathematics	19	25	24	4
Science	20	17	27	
Social Science	17	35	25	7

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	21	22	23	6
Mathematics	17	29	25	3
Science	20	20	16	6
Social Science	19	30	15	13

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	277.25

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)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	2.8

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	$10,579	$3,086	$7,493	$79,995
District	N/A	N/A	$7,266	$79,693
Percent Difference - School Site and District	N/A	N/A	3.1	2.9
State	N/A	N/A	$7,607	$85,804
Percent Difference - School Site and State	N/A	N/A	-1.5	-7.0

Fiscal Year 2022-23 Types of Services Funded

Enterprise High School runs several programs and provides services through a variety of funding options. Title I funds provide Math and English student Intervention/Support lab classes as well as aide support. Additionally, Title I provides funding for foster youth. EHS moved to a status of "school-wide access" from "targeted assistance" under Title I during the 2018-19 school year. English Access Support labs are also provided for students during the school day for general academic support with supplemental funding. Additional specific funding (Title IV) provides for an extensive Advanced Placement and Honors Program. English Language Learners have the opportunity to work closely with an instructor on language acquisition in three separate, leveled ELD courses. Additionally for ELL students, there is a district-funded site ELL monitor to ensure ELD program fidelity and coordination and continued progress of ELL students. We offer during and after school peer tutoring for students who need additional academic support, Anytime school and credit recovery classes during the school day exist for students that are credit deficient.

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	17.28

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	1
English	3
Fine and Performing Arts	2
Foreign Language	1
Mathematics	4
Science	2
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	19

Professional Development

Our district/school has dedicated 20 Wednesdays of the school for our teaching staff to engage in professional development strategies and ideas to serve our students. These days are focused on assessment, instructional strategies, curriculum development, student support/intervention days, and culture building activities. We use a PLC-style format to facilitate teacher collaboration. EHS has a full time PLC/instructional coach available to teachers on campus in order to foster individual professional growth based on school goals. Several teacher-leaders (including our PLC instructional coach) have attended the Solution Tree PLC Institute in order to effectively implement PLC-style collaboration in various formats. Over half of the EHS

Professional Development

staff has been trained in PLC-style collaboration.

Our administrative team and department chairs continually review and develop our instructional program based on the content standards. This group is known as our "PLC Guidance Coalition" and meets monthly to coordinate site-based PD and how the minimum day staff time will be utilized. Specifically, we look at data regarding - tests, grades, attendance, behavior, and other trends with our student body. More specifically, we utilize our new reading assessment data (Level Set), CAASPP scores, and local benchmark data to drive our PD focus related to implementation of our newly created Student Learner Outcomes (SLOs) focused on critical thinking, communication, innovation, technology and literacy school-wide. We have also discussed instructional literacy strategies, grading policies, and short and long-term instructional planning.

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	36	36	36