

Enterprise High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	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

2021-22 District Contact Information

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

2021-22 School Overview

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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	287
Grade 10	255
Grade 11	247
Grade 12	259
Total Enrollment	1,048

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46
Male	54
American Indian or Alaska Native	3.5
Asian	9.7
Black or African American	2.6
Filipino	1
Hispanic or Latino	21.9
Native Hawaiian or Pacific Islander	1.1
Two or More Races	7.6
White	51.5
English Learners	6.7
Foster Youth	1
Homeless	0.9
Socioeconomically Disadvantaged	57.2
Students with Disabilities	15.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	50.3	90.3	211.6	81.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.6	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.0	1.9	6.2	2.4	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	1.7	29.4	11.3	12115.8	4.4
Unknown	3.3	6.1	11.8	4.6	18854.3	6.9
Total Teaching Positions	55.6	100.0	260.8	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

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

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.9
Total Out-of-Field Teachers	0.9

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

Year and month in which the data were collected

December 2020

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 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 CP English IV: ERWC 3.0 curriculum-- not a textbook	Yes	0%
Mathematics	Math 1: Core Connections Integrated I (CPM); 2014 Math 2: Core Connections Integrated II (CPM); 2015 Math 3: Core Connections Integrated III (CPM); 2015 Math 3 Honors, Trigonometry/Precalculus: Precalculus: Graphical, Numerical, Algebraic (Prentice Hall); 2016 CP Statistics: Stats in Your World (Pearson) ;2012 AP Statistics: Stats Modeling the World; 2016 AP Calculus: Calculus Graphical, Numerical, Algebraic; 2016	Yes	0%
Science	College Physics - A Strategic Approach, Knight, Jones, & Field, Pearson Publishers 2015 Modern Chemistry, Holt, Rinehart, and Winston, 2002 Inspire Earth Science, McGraw-Hill, 2020 Inspire Biology, McGraw-Hill, 2020 Conceptual Physics, Pearson, 2015 Pre-Engineering, McGraw-Hill, 2012 Electricity & Electronics, The Goodheart-Wilcox Company 2009 AP Biology, Pearson 2018 Essentials of Human Anatomy & Physiology, Pearson 2019	Yes	0%
History-Social Science	Geography: World Geography and Cultures (Glencoe/McGraw-Hill);2012 World History: Patterns of Interaction (Holt-McDougal/Littell); 2012 U.S. History: The Americans: Reconstruction to the Present (McDougal Littell); 2015 Give me Liberty! AP Edition 5th edition(W.W Norton Co Economics: Economics: Principles and Practices (Glencoe/McGraw-Hill); 2010 American Government: Magruder's American Government (Prentice Hall); 2009 Psychology: Psychology in Everyday Life (bedford, Freeman & Worth) 2018	Yes	0%
Foreign Language	Spanish: TPRS Instructional Materials (Blaine Ray Workshops); 2007	Yes	0%

	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		
Health	Lifetime Health (Houghton-Mifflin) © 2009	Yes	0%
Visual and Performing Arts	Art: Art Talk (Glencoe/McGraw Hill) © 2000; Creative Artist (North Light Books); Keys to Drawing (North Light Books) Music: Essential Elements for Choirs (Glencoe/McGraw Hill); Guitar Method Books (Mel Bay); The Enjoyment of Music (Peoples Publishing); Music! Its Role & Importance in Our Lives (Glencoe/McGraw Hill); Sight Singing (Masterworks Press); Exercises for Ensemble Drill(JW Pepper Music Co); Artistry of Fundamentals-Band)	Yes	0%
Science Laboratory Equipment (grades 9-12)	All district science labs are fully equipped to teach students the standards-aligned science curricula.		0%

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	06/24/2021
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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		Paint is chipping on most doors and frames throughout site. Water stains on some ceilings.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Some paint chipping on floors, walls and ceilings.
Safety: Fire Safety, Hazardous Materials	X			Trip hazard on asphalt walkway to Admin building. Some cracked floor tiles in places trip hazard.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	241	211	87.55	12.45	60.66
Female	105	91	86.67	13.33	74.73
Male	136	120	88.24	11.76	50
American Indian or Alaska Native		--	--	--	--
Asian	22	19	86.36	13.64	73.68
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	51	86.44	13.56	54.9
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	24	80	20	50
White	120	108	90	10	66.67
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	127	109	85.83	14.17	60.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	29	72.5	27.5	6.9

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	241	215	89.21	10.79	32.56
Female	105	94	89.52	10.48	30.85
Male	136	121	88.97	11.03	33.88
American Indian or Alaska Native	--	--	--	--	--
Asian	22	20	90.91	9.09	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	54	91.53	8.47	27.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	25	83.33	16.67	20.00
White	120	107	89.17	10.83	37.38
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	127	113	88.98	11.02	31.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	28	70.00	30.00	3.57

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

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

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

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

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

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

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	39.13	N/A	38.43	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	450	391	86.89	13.11	39.13
Female	206	174	84.47	15.53	41.38
Male	244	217	88.93	11.07	37.33
American Indian or Alaska Native	--	--	--	--	--
Asian	53	49	92.45	7.55	42.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	87	89.69	10.31	31.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	32	76.19	23.81	25.00
White	230	199	86.52	13.48	47.74
English Learners	17	15	88.24	11.76	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	18	17	94.44	5.56	29.41
Socioeconomically Disadvantaged	231	203	87.88	12.12	40.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	48	80.00	20.00	4.17

The Shasta Union High School District offers CTE Career Pathways in the following Industry Sectors that are all aligned to the Model Curriculum Standards:

Agriculture and Natural Resources
Arts, Media, and Entertainment
Building and Construction Trades
Business and Finance
Education, Child Development, and Family Services
Engineering and Architecture
Health Science and Medical Technology
Hospitality, Tourism, and Recreation
Information and Communication Technologies
Manufacturing and Product Development
Public Services

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

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

INDUSTRY SECTOR: AGRICULTURE and NATURAL RESOURCES

CAREER PATHWAY: PLANT and SOIL SCIENCE Integrated AG Biology Plant & Soil Science
CAREER PATHWAY: ANIMAL SCIENCE Integrated AG Biology Animal Science
CAREER PATHWAY: AGRICULTURAL MECHANICS AG Mechanics 1 AG Mechanics 2 AG Mechanics 3-4
CAREER PATHWAY: PLANT and SOIL SCIENCE Viticulture
CAREER PATHWAY: AGRISCIENCE AG Physical Science Integrated AG Biology

INDUSTRY SECTOR: BUILDING and CONSTRUCTION TRADES

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

INDUSTRY SECTOR: BUSINESS and FINANCE

CAREER PATHWAY: BUSINESS MANAGEMENT Computer Literacy Introduction to Business

INDUSTRY SECTOR: EDUCATION, CHILD DEVELOPMENT, and FAMILY SERVICES

CAREER PATHWAY: EDUCATION Early Childhood Education Careers

INDUSTRY SECTOR: ENGINEERING and ARCHITECTURE

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

INDUSTRY SECTOR: HEALTH SCIENCE and MEDICAL TECHNOLOGY

CAREER PATHWAY: PATIENT CARE Intro. to Medical Careers Medical Clinical
CAREER PATHWAY: PATIENT CARE Dental Careers
CAREER PATHWAY: PATIENT CARE Sports Medicine

INDUSTRY SECTOR: HOSPITALITY, TOURISM, and RECREATION

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

INDUSTRY SECTOR: INFORMATION and COMMUNICATION TECHNOLOGIES

2020-21 Career Technical Education Programs

CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT	Computer Literacy	Computer Science Principles
CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT	Computer Literacy	PC Graphics and Design
INDUSTRY SECTOR: MANUFACTURING and PRODUCT DEVELOPMENT		
CAREER PATHWAY: MACHINING and FORMING TECHNOLOGIES	Exploring Engineering	Advanced Manufacturing
CAREER PATHWAY: PRODUCT INNOVATION and DESIGN	Computer-Aided Drafting	Advanced Manufacturing
CAREER PATHWAY: GRAPHIC PRODUCTION TECHNOLOGIES	Exploring Engineering	PC Graphics and Design
INDUSTRY SECTOR: PUBLIC SERVICES		
CAREER PATHWAY: EMERGENCY RESPONSE	Fire Technology	
CAREER PATHWAY: EMERGENCY RESPONSE	Emergency Medical Technician	
CAREER PATHWAY: PUBLIC SAFETY	Administration of Justice	

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

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	453
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	90.32
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	29.86

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 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)

2021-22 Opportunities for Parental Involvement

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.9	6.2	4.7	3.5	4.0	4.2	9.0	8.9	9.4
Graduation Rate	96.3	90.5	90.6	92.3	90.8	88.7	84.5	84.2	83.6

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

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	233	211	90.6
Female	110	106	96.4
Male	123	105	85.4
American Indian or Alaska Native	--	--	--
Asian	35	31	88.6
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	44	40	90.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	11	10	90.9
White	125	114	91.2
English Learners	21	18	85.7

Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	164	145	88.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	31	25	80.6

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1193	1147	19	1.7
Female	556	531	7	1.3
Male	636	615	12	2.0
American Indian or Alaska Native	43	41	1	2.4
Asian	112	106	2	1.9
Black or African American	30	30	1	3.3
Filipino	11	10	0	0.0
Hispanic or Latino	260	253	2	0.8
Native Hawaiian or Pacific Islander	15	15	0	0.0
Two or More Races	95	90	3	3.3
White	615	590	10	1.7
English Learners	82	77	0	0.0
Foster Youth	16	14	0	0.0
Homeless	18	16	0	0.0
Socioeconomically Disadvantaged	704	671	11	1.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	187	178	2	1.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.10	3.27	5.67	2.10	3.47	0.20
Expulsions	0.08	0.00	0.25	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.28	4.20	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.27	0.00
Female	3.24	0.00
Male	3.30	0.00
American Indian or Alaska Native	2.33	0.00
Asian	0.89	0.00
Black or African American	13.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.26	0.00
White	3.25	0.00
English Learners	2.44	0.00
Foster Youth	12.50	0.00
Homeless	5.56	0.00
Socioeconomically Disadvantaged	4.55	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.28	0.00

2021-22 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 Safety Committee on 11/15/2021. It was then approved by the EHS Site Council on 12/15/2021.

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 cameras and memory continue to be added to our already comprehensive video surveillance system. A full time Security Guard and a Campus Resource Officer 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. In January of 2021, EHS will have close to 100% of staff trained in ALICE techniques.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	22	25	4
Mathematics	18	35	18	4
Science	22	14	16	5
Social Science	23	16	25	7

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	13	16	15
Mathematics	21	25	21	5
Science	23	15	15	7
Social Science	19	31	17	12

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

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	262

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.8

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	8548	2106	6442	70850
District	N/A	N/A	6591	\$76,081
Percent Difference - School Site and District	N/A	N/A	-2.3	-7.1
State			\$8,444	\$83,672
Percent Difference - School Site and State	N/A	N/A	-26.9	-16.6

2020-21 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. 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 two separate ELD lab classes. Additionally for ELL students, there is a site ELL monitor to ensure ELD program fidelity and coordination. 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,320	\$50,546
Mid-Range Teacher Salary	\$72,778	\$81,807
Highest Teacher Salary	\$97,650	\$103,463
Average Principal Salary (Elementary)	\$0	\$0
Average Principal Salary (Middle)	\$0	\$169,216
Average Principal Salary (High)	\$145,903	\$140,004
Superintendent Salary	\$172,585	\$182,878
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	5%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	17.4
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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	1
English	4
Fine and Performing Arts	1
Foreign Language	0
Mathematics	2
Science	2
Social Science	8
Total AP Courses Offered	18

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 added a second instructional coach available to teachers on campus in order to foster individual professional growth based on school goals. Several teacher-leaders (including our instructional coaches) have attended the Solution Tree PLC Institute in order to effectively implement PLC-style collaboration in various formats.

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

Shasta Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

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

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

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

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

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

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

