

Mt. Shasta 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	Mt. Shasta High School
Street	710 Everitt Memorial Hwy.
City, State, Zip	Mt. Shasta, CA 96067
Phone Number	(530) 926-2614
Principal	Rachel Wolmar
Email Address	rwolmar@sisuhsd.net
School Website	http://www.mountshastahighschool.com/
County-District-School (CDS) Code	47-70466-4735403

2023-24 District Contact Information

District Name	Siskiyou Union High School District
Phone Number	(530) 926-3006
Superintendent	Michael Wharton
Email Address	mwharton@sisuhsd.net
District Website	www.sisuhsd.net

2023-24 School Description and Mission Statement

Community – Mount Shasta High School is located in Mt. Shasta City, at the intersection of Interstate-5 and Highway-89 about an hour north of Redding and an hour south of Ashland, Oregon. The population of the city is approximately 3,500. Dominating the entire landscape is Mount Shasta, a 14,162 foot strato-volcano, long known for its recreational opportunities and scenic beauty. Mt. Shasta is a destination point for people wishing to ski and snowboard, fish, mountain bike, swim, hike, and enjoy a healthy living style that is afforded in this beautiful alpine environment.

The City of Mount Shasta is a full-service community with medical, hospital, dental, optical and pharmaceutical services available locally. The Mount Shasta Ski Park and Lake Siskiyou are only minutes away. A wide range of cultural activities are available through College of the Siskiyous which is eight miles away in the town of Weed. Southern Oregon University and the Oregon Shakespearean Festival are both located in Ashland, Oregon--just over the border, a little over an hour away.

Mount Shasta High School (MSHS) prides itself on having the warm and friendly atmosphere afforded by a small school but with an extensive Advanced Placement program, arts, music, Career Technical Education, and extracurricular programs of a much larger school. The high school enrollment is about 265 students with 19 faculty members, two counselors, and one dean of students and one principal. The district adopted a 1 to 1 chromebook policy for all students, meaning that students are assigned a chromebook as freshmen and are able to use the device for their academics throughout their time at the high school. Graduation requirements include a culminating senior project and community service hours.

Families in Mount Shasta and surrounding areas are supportive of education and are active participants in the daily life of the school. Parent groups such as the Mount Shasta High School Parent Group, Mount Shasta Boosters, and Mount Shasta Education Foundation raise money and volunteer their time with student activities. The Mount Shasta High School staff pride themselves on their school improvement practices, implementation of new and project oriented curriculum as well as use of interactive technology so that all students have the opportunity to learn and be successful.

The school administration works with the Chamber of Commerce and local business groups to promote growth and communication between the school and the city. Parent newsletters, weekly bulletins, Aeries Parent Connect, school Facebook and ASB Facebook pages, as well as the local Mt. Shasta Herald newspaper inform and keep lines of communication open between the school and community.

2023-24 School Description and Mission Statement

Mount Shasta High School is a comprehensive high school with extensive art, music and manufacturing educational programs, drama and Advanced Placement courses. The school received a 6 year accreditation term during the last accreditation process in 2015-2016. Mt. Shasta High is currently being reviewed through the accreditation process. Mt. Shasta High School does not receive Title I funds.

Mission Statement

Our mission is to ensure that all students graduate qualified for post-secondary options including university enrollment, community college, career-technical enrollment, military service, or the job market, so that they have genuine choices after graduation.

Vision Statement

Our vision is to create an inclusive culture in order to help our students value themselves as learners, become educated citizens, college and career ready, and acquire a global perspective as contributing participants in a rapidly changing world.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	74
Grade 10	72
Grade 11	63
Grade 12	57
Total Enrollment	266

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44%
Male	54.9%
American Indian or Alaska Native	1.1%
Asian	0.8%
Black or African American	0.8%
Filipino	0.4%
Hispanic or Latino	13.2%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	9.8%
White	69.9%
English Learners	0.8%
Homeless	0.8%
Socioeconomically Disadvantaged	32.3%
Students with Disabilities	7.9%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.40	83.22	23.20	72.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	1.24	0.30	1.09	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	6.44	6.80	21.25	12115.80	4.41
Unknown	1.40	9.04	1.70	5.34	18854.30	6.86
Total Teaching Positions	16.10	100.00	32.10	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)	13.30	81.51	24.50	69.36	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	2.39	1.70	5.06	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	4.29	4.80	13.71	11953.10	4.28
Unknown	1.90	11.82	4.20	11.87	15831.90	5.67
Total Teaching Positions	16.30	100.00	35.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.20	0.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	0.30

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	1.00	0.70
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.70

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	42.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.7	9.3

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		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Adv. Of Huckleberry Finn 1999 The Alchemist 1993 Of Mice and Men 1999 The Grapes of Wrath	Yes	0

	<p>Slaughterhouse 5 The Crucible One Flew Over the Cuckoo's Nest To Kill a Mockingbird 1960 The Secret Life of Bees Something Wicked This Way Comes 1963 and 1998 The Boy Who Harnessed the Wind 2010 1984 Julius Caesar Animal Farm Frankenstein Pride and Prejudice Heart of Darkness Hamlet Rosencrantz and Guildenstern are Dead Portrait of the Artists as a Young Man H. Lit Lang Stds Text, 11 Gr, 8th Crs 2003 H. Lit Lang Stds Text, 9 Gr, 3rd Crs 2003 H. Lit Lang Stds Text, 10 Gr, 4th Crs 2003 H. Lit Lang Stds Text, 12 Gr, 6th Crs 2003 Advanced English II, Grade 10 Vocabulary for the College Bound Book Vocabulary from Latin and Greek Roots Book IV Brief Bedford Readers 1994 Holt Hand Book 6th Course 2003 Expository Reading and Writing Course CSU various modules Ann and Samuel Charters, Literature and its Writers, second edition Edgar Roberts/ Writing About Literature, Ninth Edition Cliff's AP English Literature and Composition, 2nd Edition CSU English Reading and Writing Curriculum (ERWC) 2013 "Literature and Language Arts" 3rd course, Holt "Literature and Language Arts" 4th &6th courses, Holt Literature and its Writers - Bedford Vocabulary books, Prestwick house, sophomore and senior levels</p>		
Mathematics	<p>Integrated Math 1 (Big Ideas Math) Integrated Math 1 Student Journals (Consumable) Integrated Math 2 (Big Ideas Math) Integrated Math 2 Student Journals (Consumable) Integrated Math 3 (Big Ideas Math) Integrated Math 3 Student Journals (Consumable) Precalculus with Limits: A Graphing Approach [Larson & Battaglia, 8th Edition - Cengage] Or Precalculus: Mathematics for Calculus [James Stewart; Lothar Redlin; Saleem Watson, 7th Edition - Cengage] Precalculus: Mathematics for Calculus Solutions Manual Calculus for AP [Larson & Battaglia, 2nd Edition - Cengage] Fast Track to a 5: Preparing for AP Calculus AB and BC Exams (Consumable)</p> <p>Precalculus with Limits: A Graphing Approach [Larson & Battaglia, 8th Edition - Cengage] Or Precalculus: Mathematics for Calculus [James Stewart; Lothar Redlin; Saleem Watson, 7th Edition - Cengage]</p>	Yes	0

	Precalculus: Mathematics for Calculus Solutions Manual Calculus for AP [Larson & Battaglia, 2nd Edition - Cengage] Fast Track to a 5: Preparing for AP Calculus AB and BC Exams (Consumable)		
Science	Human Anatomy and Physiology 2009 Modern Biology 2008 AP Biology 2 2010 Bio/Life Science – Plant Biology 1997 Bio/Life Science-Animal Diversity 1997 AP Environmental Science Integrated Science-Conceptual Int Sci 2006 Physics—Conceptual Physics 2002 Modern Biology, California. Holt, Rinehart & Winston Environmental Science for AP. Friedland & Relyea Biology: Unity and diversity of life, Starr & Taggart “Chemistry” Pearson Hall “Physics AP Edition” Pearson “Holes Essentials of Anatomy and Physiology” McGraw-Hill “Conceptual Physics” Scott Foresman Addison Wesley Chemistry, AP Edition” Cenage Learning	Yes	0
History-Social Science	The Americans 2002 A People and a Nation 2012 World History/Modern Times 2006 World Geography – Scholastic 1988 World Geography – Glenco 2002 American Government 1997 Economics, Principals in Action 2007	Yes	0
Foreign Language	Spanish I Navegando I Semaniego DC Health 1997 Spanish II Navegando II Semaniego DC Health 1997 Spanish III Navegando III Semaniego DC Health 1997 AP Spanish Una Vez Mas Semaniego DC Health 1997 Read and Think SPANISH 2012 Temas Vista Higher Learning 2014	Yes	0

Health	Health Care Science Technology 2010 NHA NOW: PharmaSeer NHA NOW: PharmaSeer Math “Healthcare Science Technology, Career Foundations” Kathryn A. Booth	Yes	0
Visual and Performing Arts	AP Music Theory 2012 Discovering Drawing 1995 Art In Focus 1986 Exploring Painting 1988 “Discovering Drawing” Davis Publications “Art in Focus, Fourth Edition” Glencoe McGraw-Hill The Practice of Harmony 7th Ed.	Yes	0

School Facility Conditions and Planned Improvements

The school grounds and buildings are routinely maintained by an excellent staff. Benches and tables are available for students to use outside during lunch time and a room for food services and student use is supervised and open during lunch time. The school library was expanded and remodeled during the summer of 2010. All new furniture, technology, floor and wall surfaces create a pleasant environment that is now the new Learning Resource Center. A new HVAC system was installed during the summer of 2011. The facilities are used and enjoyed by students, staff and community groups throughout the year.

Year and month of the most recent FIT report	January 11, 2024
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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		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X	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)	43	82	50	69	47	46
Mathematics (grades 3-8 and 11)	19	24	16	21	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	58	49	84.48	15.52	81.63
Female	28	25	89.29	10.71	76.00
Male	29	23	79.31	20.69	86.96
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	44	36	81.82	18.18	86.11
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	17	89.47	10.53	100.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	58	46	79.31	20.69	23.91
Female	28	22	78.57	21.43	13.64
Male	29	23	79.31	20.69	34.78
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	44	33	75.00	25.00	24.24
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	16	84.21	15.79	12.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	25.71	31.91	25.42	20.69	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	57	47	82.46	17.54	31.91
Female	22	19	86.36	13.64	36.84
Male	35	28	80.00	20.00	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	36	31	86.11	13.89	35.48
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	16	84.21	15.79	31.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Mt. Shasta High School has a manufacturing lab. The Manufacturing pathway uses or has access to the most current automated computer machines such as CNC router, plasma cutter, welding equipment, and 3D printers. The combination of manufacturing a product and marketing that product using business skills is the focus of this pathway.

In addition to this pathway, MSHS also offers Commercial Arts, Graphics Production, Marketing, and we are developing a coding/robotics CTE pathways.

Yearly regional meetings are held with community stakeholders to assure that the CTE courses are effective and include community concerns. CTE teachers collaborate with general education teachers to create interdisciplinary projects.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	149
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.74
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	45.76

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

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

Families in Mount Shasta and surrounding areas are supportive of education and are active participants in the daily life of the school. Parent groups such as the Mount Shasta Boosters, Site Council, and Mount Shasta Education Foundation raise money and volunteer their time at student activities. Parents help chaperon dances, drive students to athletic events, supervise athletic events, support music and drama programs, and work to support school improvement efforts. Back to School Community BBQ, Back to School Night, Open House, and seasonal Parent Sport nights give structured opportunities for parents to visit the school. Mount Shasta High School, along with other schools in the district work to create partnerships with local community members to enrich and bring relevance to students and the high school programs.

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	9	9.2	6.5	10.3	7.4	8.5	9.4	7.8	8.2
Graduation Rate	89.6	90.8	91.9	84.6	91.2	89.9	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	62	57	91.9
Female	26	24	92.3
Male	36	33	91.7
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	40	36	90.0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	44	39	88.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	280	278	89	32.0
Female	124	122	41	33.6
Male	153	153	46	30.1
Non-Binary	3	3	2	66.7
American Indian or Alaska Native	3	3	2	66.7
Asian	2	2	1	50.0
Black or African American	2	2	1	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	40	39	13	33.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	27	27	8	29.6
White	194	193	60	31.1
English Learners	2	2	2	100.0
Foster Youth	0	0	0	0.0
Homeless	4	3	1	33.3
Socioeconomically Disadvantaged	149	147	61	41.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	21	21	10	47.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.14	5.71	0.00	3.36	6.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.71	0
Female	7.26	0
Male	4.58	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	11.11	0
White	5.67	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	10.74	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.52	0

2023-24 School Safety Plan

School safety is a primary concern of staff at the school. Mount Shasta High School has a safe and well kept campus. The School Safety Committee meets bimonthly and discusses school safety concerns that may develop during the month. The Comprehensive School Safety Plan is updated and reviewed annually by the Site Council. Students are supervised during lunch time and during class breaks. Cameras stationed around the campus allow for pinpointing of potential problems. Students at Mount Shasta High School are very involved in sports, clubs, ASB government, music, and drama. The small size of the school allows students to know their teachers, counselor and principal well. Counseling and support services are offered by counseling and nursing staff. Staff members have safety binders and backpacks that are used during fire drills and intruder alert drills. The Athletic Code and Athlete Committed program encourages students to live a healthy life style sets standards for athletes' behavior. MSHS began training students and staff on ALICE practices in 2016-2017 giving students and staff other strategies besides just locking down for an intruder alert situation. ALICE procedures are reviewed annually with students and staff.

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	19	8	5	
Mathematics	18	7	6	
Science	19	9	2	
Social Science	25	1	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	18	13	2	
Mathematics	17	9	5	
Science	16	9	2	
Social Science	18	8	3	

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	7	5	0
Mathematics	17	8	6	0
Science	18	7	5	0
Social Science	22	8	3	1

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	0

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,340.69	\$2772.84	\$10,567.84	\$65,172.70
District	N/A	N/A	\$12,352.63	\$66,859
Percent Difference - School Site and District	N/A	N/A	-15.6	2.8
State	N/A	N/A	\$7,607	\$78,566
Percent Difference - School Site and State	N/A	N/A	46.3	-19.6

Fiscal Year 2022-23 Types of Services Funded

Mt. Shasta High School does not receive Title I funding. Title II Quality Teacher funds for professional development and Drug Free Schools funding are allotted to the school through a district plan for distribution. The Mount Shasta Education foundation provides approximately \$14,000 to teachers at the school every year and the MSHS Boosters Club provide funding to assist the athletics program at the site. Mental Health counseling funded through grant funding from Siskiyou County Behavioral Health. Marijuana education funded by Prop 64 grant funds.

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	\$52,865	\$49,934
Mid-Range Teacher Salary	\$67,582	\$66,543
Highest Teacher Salary	\$91,361	\$98,389
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	
Average Principal Salary (High)	\$107,515	\$125,276
Superintendent Salary	\$130,544	\$150,478
Percent of Budget for Teacher Salaries	29.51%	25.54%
Percent of Budget for Administrative Salaries	7%	5.68%

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	18.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	2
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	8

Professional Development

Mt. Shasta High School's weekly schedule includes an hour of collaboration on Friday. Additionally, professional development days are scheduled throughout the year for staff to meet, work together and discuss critical school issues and curriculum development. Instructional design that supports the California Standards, schoolwide literacy, higher level thinking skills, and school wide collaboration are the main focus of teaching staff and professional development opportunities. These focus areas were selected as part of our WASC process and annual Site Plan review. MSHS teachers and staff also have opportunities during the summer for other professional development activities that support and expand their expertise in the classroom. A

Professional Development

staff Leadership Committee meets once a month to review the school site/action plan, discuss curriculum, and guide school improvement goals. Mount Shasta has 9 instructional leadership stipend positions for faculty who wish to support school efforts by working on academic and other projects such as peer tutoring, online management systems, student recognition, and schoolwide literacy.

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	6	6	4