

McCloud 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	McCloud High School
Street	133 Campus Way
City, State, Zip	McCloud, CA 95057
Phone Number	(530) 964-2181
Principal	Yolanda A. Sanchez
Email Address	ysanchez-alves@sisuhsd.net
School Website	https://www.mccloud-highschool.com
County-District-School (CDS) Code	47-70466-4734901

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

McCloud High School is a comprehensive four-year high school on the eastern slope of 14,192-foot Mt. Shasta in south Siskiyou County. The town served by the school is primarily residential. Traditionally, McCloud's economic livelihood was dependent on the timber industry and until the mid 1960's the McCloud River Lumber Company owned the town of McCloud. Although the last lumber mill closed 19 years ago, McCloud is situated in a beautiful area and attracts residents and second home buyers because of its quiet and serene environment. There is an active Chamber of Commerce that continues to try to attract and support business in the area, and several projects are in the works. Housing ranges from the small mill house neighborhoods to a new subdivision that has large lots available for construction. The area is an outdoor recreation destination with golfing, hiking, fishing and many other activities available.

McCloud High School has seen a balance in student enrollment over the last two years. Added classes to programs such as two Career Technical Education pathways and an a-g approved Natural Resources class Science class with an emphasis in Forestry. A new teaching team is excited and committed to the continued success of McCloud High School. The academic focus is on research based best practices with a dedicated commitment to the continuous improvement cycle.

McCloud High school is fully accredited through the Western Association of Schools and Colleges (WASC). The most recent accreditation visit was completed in the Fall of 2021 resulting in noticeable commendations, six year accreditation. The next Self Study visit will be in the autumn of 2024.

McCloud High School receives tremendous support from our community. Our success is built on the foundation provided by this support. The enthusiasm, resources, and positive engagement given to us by parents, business owners, and the the local chamber and community is invaluable.

McCloud High School Vision Statement

McCloud High School will provide an opportunity for students to become positive, informed individuals that have learned how to learn and bring value to society and therefore are able to obtain value for themselves. This will be accomplished by providing a learning environment that can adjust to fit many students' needs. A positive relationship approach will be used by the staff to provide support for all students. The realization that success of the staff and the students are integrated together and as we improve the relationship with our students and provide them with the tools they need for success we can all achieve more together.

2023-24 School Description and Mission Statement

McCloud High School will provide students a quality educational experience that meets the unique needs of each individual. Every student, with guidance from the staff, parents/guardians, will develop an personalized learning plan that will include career goals and an action plan for meeting those goals. Multiple assessments will allow students to monitor their progress and plan the next steps toward a program of continuous improvement. Through excellent communication and coordination, students will be provided an avenue to achieve their goals of continuing educational pursuits through local community colleges, universities and post secondary technical/trade institutions. With support of the local community students will be able to gain an understanding of what the business community is looking for in candidates for employment and how they can put themselves into a position to secure the employment that interests them to seek.

McCloud High School will be a source of pride for students, parents, faculty and the community. A variety of educational experiences will be available to students with a combination of traditional and non-traditional instruction, Career Technical Programs and Vocational training programs. By continually growing and upgrading in technology, McCloud High School will help our students acquire the skills that they will need to become a valuable and sought after employee or a skilled and resourceful entrepreneur.

McCloud High School Mission Statement

Our Mission is to foster students' enthusiasm for lifelong learning and development of future career goals and social-emotional aptitude while providing a challenging, comprehensive curriculum in a safe environment.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	3
Grade 10	4
Grade 11	2
Grade 12	1
Total Enrollment	10

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40%
Male	60%
Hispanic or Latino	10%
Two or More Races	10%
White	80%
Socioeconomically Disadvantaged	50%
Students with Disabilities	30%

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)	1.50	52.32	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)	0.00	0.00	0.30	1.09	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	39.07	6.80	21.25	12115.80	4.41
Unknown	0.20	8.28	1.70	5.34	18854.30	6.86
Total Teaching Positions	3.00	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)	1.50	52.16	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)	0.00	0.00	1.70	5.06	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	41.86	4.80	13.71	11953.10	4.28
Unknown	0.10	5.65	4.20	11.87	15831.90	5.67
Total Teaching Positions	3.00	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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.30	0.00
Local Assignment Options	0.80	1.20
Total Out-of-Field Teachers	1.10	1.20

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
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.6	3.3

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

McCloud High School maintains current curriculum and textbooks for all students. All of the textbooks are aligned to the State Of California Standards and each student has access to a textbook. Our textbook inventory is maintained well and books are replaced as needed.

Before any textbooks or materials are ordered by staff, they must be reviewed by the department teachers with final approval by the school principal. Every effort is made to obtain quality textbooks and materials. All core curricular textbooks are standards aligned and supplemental materials are used to reinforce subject matter concepts being taught.

All students have access to a personal Chromebook for use at school and home.

Year and month in which the data were collected	12/2022
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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 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	Yes	0
Mathematics	CPM Core Connections, Integrated 1, Second Edition, Version 1.0, Volumes 1 & 2 2014 CPM Core Connections, Integrated 2, Second Edition, Version 1.0, Volumes 1 & 2 2014 CPM Core Connections, Integrated 3 Second Edition, Version 1.0 2015 CPM Pre-calculus 2008 Intro to Stats 2005 Trigonometry 3rd Ed 2006 Pre Calculus 5th Ed 2001	Yes	0
Science	Science Biology Experience Biology The Living Earth Savvas Learning Company 2022 Science Physics Experience Physics Savvas Learning Company 2022	Yes	0

	Science Chemistry Experience Chemistry in the Earth System Volumes 1 & 2 Savvas Learning Company 2022 AP Environmental Science 2008		
History-Social Science	Social Studies World History 9-10 World History Modern Times Glencoe 2006 Social Studies US History 11 McDougall Littell 2003 Social Studies Government 12 American Government Macgruder's 1999 The Americans 2002 A People and a Nation 2012 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	Yes	0
Visual and Performing Arts	The Practice of Harmony(6th edition) 2012 AP Music Theory 2012 Discovering Drawing 1995 Music Rock Band 9-12 Music Theory musictheory.net/lessons Music Rock Band 9-12 Guitar Tabs ultimate-guitar.com History of Art 1995	Yes	0

School Facility Conditions and Planned Improvements

The school is composed of one main building that contains six classrooms, a library, and administrative office; a gymnasium with a stage and locker rooms; a wood shop and grounds/building maintenance area; and an annex. Each student and staff take pride in the school as evidenced by the manicured school grounds and the well maintained facilities. One maintenance/custodian person maintains the grounds and the facilities. The campus has a beautiful park-like setting and visitors often comment on the quality of the campus. It is an excellent place to attend school and to work.

Year and month of the most recent FIT report

June 1, 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			Interior ceiling tiles were replaced. The outside signage was repainted and the interior. Windows are scheduled to be replaced in the front of the building.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roofing project scheduled for 2022-23
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Back playground area to be resurfaced, 2 quotes obtained to be addressed when snow melts.

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)	--	--	50	69	47	46
Mathematics (grades 3-8 and 11)	--	--	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	--				
Female	0	0	0	0	0
Male	--				
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	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--				
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--				
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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	--				
Female	0	0	0	0	0
Male	--				
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	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--				
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--				
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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)	--	--	25.42	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	--	--	--	--	--
Female	--	--	--	--	--
Male	0	0	0	0	0
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	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2022-23 Career Technical Education Programs

McCloud High School offers a natural resources with an emphasis in forestry pathway that introduces students to the skills needed for a career pathway in natural resources and forestry. In addition students at McCloud High School are also able to participate in the Digital Art, Woodwork and Media Arts program which will lead to a CTE pathway in Media Arts, Arts and Entertainment. MHS is offering 2 new classes in CTE, GIS and Small engine repair.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1
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	90
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	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Parents are invited, encouraged to enroll their students by accompanying them during the summer before school starts to meet, discuss academic goals, select courses for the school year and create a personalized learning plan that follows the student over the course of high school with frequent, periodic check ins with academic counselor, necessary resource and tool in advisory. Families are welcome to attend school functions such as Back-to-School Night, MHS class, Leadership/student body events and Open House. Parents are advised of school activities through the school website, school Facebook page, and the Aeries communications Parent Square. Our community involvement has been excellent and parents have actively participated in many of the events for the school. One of the goals for 23/24 is community building within the school and culture.

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	38.5	--	--	10.3	7.4	8.5	9.4	7.8	8.2
Graduation Rate	61.5	--	--	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	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	12	12	8	66.7
Female	5	5	2	40.0
Male	7	7	6	85.7
Non-Binary	0	0	0	0.0
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	2	2	2	100.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	9	9	5	55.6
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	9	9	7	77.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	3	3	2	66.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	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	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

McCloud High School's Safe School Plan is updated annually and discussed with staff at the beginning of the school year. Additionally, it is often revisited several times during the school year. The Safe School Plan was developed to effectively manage natural and man made emergencies on campus. Our disaster plan manual outlines procedures and responsibilities for staff and students during an emergency. At least twice a year we conduct an evacuation and emergency response drill. The school staff meets regularly to review and assess drill and campus safety. The school has a lockdown procedure in the event staying in the classroom is the safest response to a crisis. The procedural information is in the staff handbook and is reviewed annually. McCloud High school also has a security camera system that helps to monitor the campus and maintain security. Currently, the district offered ALICE training for staff and principal participated 22/23

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	5	4		
Mathematics	3	3		
Science	12	1		
Social Science	8	4		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	3		
Mathematics	3	4		
Science	4	2		
Social Science	3	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	2	4	0	0
Mathematics	5	2	0	0
Science	6	2	0	0
Social Science	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	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)	0.2
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	\$8,381.92	\$1,645.12	\$6,736.80	\$49,590.23
District	N/A	N/A	\$12,352.63	\$66,859
Percent Difference - School Site and District	N/A	N/A	-58.8	-24.4
State	N/A	N/A	\$7,607	\$78,566
Percent Difference - School Site and State	N/A	N/A	2.1	-46.1

Fiscal Year 2022-23 Types of Services Funded

McCloud High School contracts with a local agency to provide group prevention education services. Our school nurse and psychologist both work part time and are contracted through our Siskiyou County Office of Education. McCloud High School has not been successful to contract with another external program provider to implement a social emotional program connected to our school culture vision. 23/24 MHS has 1 at times 2 therapists that meet with students in groups and individually every other week.

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	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Professional Development

All teachers participate in District-sponsored professional development activities in addition to attending numerous workshops and trainings related to curriculum and instruction. Currently, staff participate in several various Professional Learning Communities (PLCs) Math teacher Silicon Valley Math Initiative, Science and Math Guided Lesson Equity Access in Math and Science; there are PLCs at the site-level, district-level, and county-level. Lastly, new and beginning teachers participate in ATE.

Professional Development

The District also has developed a Stipend based system which provides teachers with a stipend for completing approved staff development programs. This incentive to teachers assists them in developing and implementing programs that benefit our students and keep our teachers on the forefront of educational programs.

Collaboration time is built into our schedule. We are focused on the implementation of Common Core and the changes in instructional practice that are required to reach this goal. Part of this is focused on implementing a project based curriculum program that the District provided training over the past two years. All of our teachers are participating in the implementation of projects in their curriculum. Additionally the district has also provided training in Peer to Peer observations which allows teachers the opportunity to both visit another teachers classroom to gain ideas and provide feedback, and also have teachers visit their classroom to provide an opportunity for dialogue regarding best practices in the classroom.

Additionally we are focusing on development of District Wide assessment program and part of our staff development efforts are focused on this process. The assessment is designed to have students take on a real world problem, research the information, draw out pertinent information, and then support their position by citing the information from what they have read. This process has shown to be valuable in assisting teachers and students in the improvement of Literacy standards in the District. The District assessment will also have some similar characteristics to the state SBAC testing and help our staff prepare our students to be successful in this type of assessment program.

The district is also working on to do similar District Wide assessment with Math, Silicone Valley Math Institute to create, develop a district wide Math assessment.

MTSS is offered to staff as professional development 23/24 on staff's own time.

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	6