

# ATLAS Learning Academy

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

<b>School Name</b>	ATLAS Learning Academy
<b>Street</b>	870 J St
<b>City, State, Zip</b>	Lincoln
<b>Phone Number</b>	9166456395
<b>Principal</b>	Chuck Whitecotton
<b>Email Address</b>	cwhitecotton@wpusd.org
<b>School Website</b>	atlas.wpusd.org
<b>Grade Span</b>	K-12
<b>County-District-School (CDS) Code</b>	31-66951-0000000

## 2025-26 District Contact Information

<b>District Name</b>	Western Placer Unified School District
<b>Phone Number</b>	(916) 645-6350
<b>Superintendent</b>	Kerry Callahan
<b>Email Address</b>	kcallahan@wpusd.org
<b>District Website</b>	www.wpusd.org

## 2025-26 School Description and Mission Statement

ATLAS Learning Academy serves K-12 students using a hybrid teaching model designed to provide customized and active learning emphasizing Achievement Through Leadership Adventure and Service. We believe in creating an experience between students, teachers, and parents to develop a connected and committed professional learning environment to develop:

1. An understanding of one's own strength, talents, and skills as well as appreciation for others in the pursuit of excellence.
2. The inclination, desire, academics, and technological skills necessary to expand one's own abilities and knowledge base.
3. A realistic self-confidence.
4. The ability to harness knowledge to work cooperatively and independently to solve unexpected problems, think creatively and critically, and persuasively convey ideas.

## 2025-26 School Description and Mission Statement

5. A new balance between the fast-paced technological world and the natural world.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	3
Grade 8	8
Grade 9	7
Grade 10	17
Grade 11	21
Grade 12	24
Total Enrollment	80

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	1.3
Asian	1.3
Black or African American	5
Hispanic or Latino	16.3
Two or More Races	5
White	70
Homeless	2.5
Socioeconomically Disadvantaged	27.5
Students with Disabilities	6.3

## 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.6	72.73	363	79.27	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.1	0.69	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	8.8	1.94	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.2	25.1	68	14.85	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.1	2.17	14.8	3.25	15831.9	5.67
<b>Total Teaching Positions</b>	5	100	458	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.8	80.43	368.3	78.8	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.2	0.7	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	12.7	2.72	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.4	19.13	63.8	13.66	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	19.2	4.11	14303.8	5.15
<b>Total Teaching Positions</b>	2.3	100	467.4	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.4	80.98	369.1	78.31	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	4.6	0.99	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	10.5	2.24	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.3	19.02	56.8	12.07	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	30.1	6.4	13705.8	4.91
<b>Total Teaching Positions</b>	1.8	100	471.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	1.20	0.4	0.3
<b>Total Out-of-Field Teachers</b>	1.20	0.4	0.3

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

ATLAS is in the process of field testing Egenuity, a new electronic curriculum. It is anticipated that this new curriculum will be adopted for the 24-25 school year.

**Year and month in which the data were collected** September 2019

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<ul style="list-style-type: none"> <li>o K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017)</li> <li>o 4 – 6 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (4/5 - Adopted 2017; 6 – Adopted 2018)</li> <li>o 7 – 8 Amplify ELA (Adopted 2018)</li> <li>o 9 – 10 McGraw Hill Study Sync (Adopted 2017)</li> <li>o 11 – 12 McDougall Little The Language of Literature (Adopted 2002) (State Waiver 2010); CSUS Expository Reading and Writing</li> </ul>	0
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>o TK McGraw Hill My Math (Adopted 2014)</li> <li>o K – 5 Reveal McGraw Hill (Adopted 2023)</li> <li>o 6 – 8 Reveal McGrawHill (Adoted 2023)</li> <li>o 8 (Honors) Carnegie Learning Integrated I</li> <li>o 9 – 12 Carnegie Learning Integrated I, II, &amp; III (Adopted 2014); McDougal Littell Algebra (Adopted 2009); McDougal Littell Geometry (Adopted 2008); Glencoe/McGraw Hill PreCalculus (Adopted 2008)</li> </ul>	0
<b>Science</b>	<ul style="list-style-type: none"> <li>o Mystery Science (Adopted 2021)</li> <li>o 6 – 8 Green Ninja (Adopted 2021)</li> <li>o 9 – 12 Pearson Prentice Hall Biology (Adopted 2007); Kendall Hunt Biology – An Ecological Approach; Addison Wesley Chemistry (Adopted 2007); Kendall Hunt Forensic Science (Adopted 2007)</li> </ul>	0
<b>History-Social Science</b>	<ul style="list-style-type: none"> <li>o K – 5 Studies Weekly (Adopted 2025)</li> <li>o TCI History Alive! (Grades 6-8) - Adopted 2019</li> </ul>	0

o 9- 12: TCI Econ Alive, Government Alive, History Alive (Adopted 2020)

New adoption in piloting process.

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

ATLAS, in partnership with PHS, has received designated funding to build a two-story, 12 classroom complex. Construction began during the summer of 2024.

Year and month of the most recent FIT report

11/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilations, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. there are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
<b>Interior:</b> Interior Surfaces			X	Room 10 960 sq ft: Carpet seam visible Interior surfaces appear to be clean, safe, and functional.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident. there is not evidence of major pest or vermin infestation.
<b>Electrical</b>	X			There is no evidence that any portion of the school has a power failure. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.
<b>Safety:</b> Fire Safety, Hazardous Materials		X		The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g. there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous checmicals, chemical waste, and flammable materials are stored properly(e.g. locked and labeled properly).
<b>Structural:</b> Structural Damage, Roofs			X	Room 9 960 sq ft: Dry rot evident on exterior siding Room 10: Deck Coating needs repainted.

## School Facility Conditions and Planned Improvements

			There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings and floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold or damage that undermines the structural components. Roof systems appear to be functioning properly.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		the playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. exterior doors and gates are functioning and do not pose a security risk.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	63	75	53	55	47	48
<b>Mathematics</b> (grades 3-8 and 11)	37	36	42	44	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
<b>All Students</b>	31	28	90.32	9.68	75.00
<b>Female</b>	14	12	85.71	14.29	75.00
<b>Male</b>	17	16	94.12	5.88	75.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	21	20	95.24	4.76	75.00
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	31	28	90.32	9.68	35.71
<b>Female</b>	14	12	85.71	14.29	16.67
<b>Male</b>	17	16	94.12	5.88	50.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	20	95.24	4.76	50.00
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	30.56	38.71	33.43	36.7	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	33	31	93.94	6.06	38.71
Female	16	15	93.75	6.25	26.67
Male	17	16	94.12	5.88	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	22	21	95.45	4.55	33.33
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	--	--	--	--	--

## 2024-25 Career Technical Education Programs

ATLAS students are able to access CTE programs by co-enrolling in pathways offered at Lincoln High School or Twelve Bridges High School.

### Lincoln High School

We have a comprehensive Agricultural program that includes multiple pathways, including Floral Design, Welding, Diesel Mechanics, Agriscience, Veterinary Science (in 23/24) and Agricultural Business. In addition, we have Project Lead the Way (Engineering), Computer science based pathways in Video Game Design (launched in 22/23) and Arts Media Communications (launched in 23/24). In the 23/24 year, we are added a new pathway in Education. Each pathway listed above will have a three-year or four year path that include "concentrator" and "completer" courses. In addition, internships are available for students wishing to gain even more direct on the job training. Jennifer Horton is our district's CTE and CTEIG representative to various CTE organizations in her role as District College and Career Coordinator.

### Twelve Bridges High School

TBHS offers CTE programs in four industry sectors- Health Sciences, Arts/Media and Entertainment, Business and Finance, and Information and Computer Technology. Students are able to complete three or four year CTE pathways. The Business and Finance began last year, so at this time students can only take the Introductory or the Concentrator courses. A Capstone course is being added in 2025-2026. Our district has a rich history of commitment to CTE studies. Funding of these programs comes primarily through CTEIG grants that our district applies for annually, and which we have a positive history of being

## 2024-25 Career Technical Education Programs

successful with.

All of these classes are offered at TBHS and conducted by TBHS staff: The courses are listed here:

Health Sciences: Principles of Biomedical Science, Human Body Systems, Honors PLTW Medical Interventions, Medical Terminology (DE semester long course) and Allied Health (DE semester long course)

Arts/Media and Entertainment: Intro to Media Arts, Intermediate Film/Video Production, Digital Photography, Media Internship, Intermediate Student Media, Advanced Student Media, Advanced Video/Film Production and Advanced Digital Photography.

Information and Computer Technologies: Exploring Computer Science, AP Computer Science Principles, AP Computer Science A, and dual enrollment courses with Sierra College IT90 and IT100.

Business and Finance: Introduction to Business and Finance and Intermediate Business Communication Technology.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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	

## 2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	35.71

## 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.

## 2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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 7	--	--	--	--	--
Grade 9	--	--	--	--	--

## C. Engagement

### State Priority: Parental Involvement

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

#### 2025-26 Opportunities for Parental Involvement

Prior to enrollment, parents and students meet individually with the coordinator to review the expectations of the school and current credit status. Parents are encouraged to attend weekly academic meetings with their child and the teacher. Parents are also encouraged to visit school during instructional hours but will be asked to follow visitor guidelines by signing in at the front office. The staff and the principal maintain an open door policy. A "Remind App" is used to communicate with parents by text. A parent representative serves on the School Site Council. The school hosts various events to encourage parents and other supportive adults to come tour campus and meet staff.

## 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
<b>Dropout Rate</b>	16.1	20.7	13	14.8	13.1	6	8.2	8.9	8
<b>Graduation Rate</b>	77.4	72.4	65.2	79.7	84.5	87.6	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	23	15	65.2
<b>Female</b>	--	--	--
<b>Male</b>	13	10	76.9
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	15	10	66.7
<b>English Learners</b>	0.0	0.0	0.0
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	--	--	--
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	93	90	0	0.0
Female	45	43	0	0.0
Male	48	47	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	17	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	62	61	0	0.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	26	24	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	2.47	2.01	2.07	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.12	0.04	0.06	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

**Goal:**

To create and facilitate a positive and caring learning environment in which all students feel safe, experience success, and build self-esteem.

**Objectives:**

To provide and facilitate an engaging learning environment that is free of distractions, with the discipline policy applied fairly, consistently, and timely; and allows for personal growth.

**Related activities:**

- a. Consistently enforce the discipline policy and model appropriate classroom behaviors.
- b. Explain the District's attendance policies, procedures, expectations and consequences with students during intake meeting.
- c. A daily in-person schedule: students are able to attend content area classrooms throughout the week.
- d. Counselor on campus Monday - Friday.
- e. Develop and implement outdoor education experiences that help facilitate student success.
- e. Celebrate students academic, attendance and citizenship successes

ATLAS participates with Phoenix High School in developing a comprehensive safety plan. This plan was revised and updated in December, 2025. The school safety plan is comprised of district protocols, policies, and procedures for emergencies. Our updated school safety plan is designed based on the Standard Response Protocol (SRP) system, that includes different levels of response including Lockout, Lockdown, Evacuate, and Shelter. Drills for each response are practiced multiple times each year, based on state law and district office directives.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	13	0	0
Mathematics	3	11	0	0
Science	5	4	0	0
Social Science	11	10	0	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	7	9		
Mathematics	8	8		
Science	10	3		
Social Science	15	5	1	1

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	20	3	2	
Mathematics	11	7		
Science	10	4		
Social Science	20	4	1	1

## 2024-25 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

## 2024-25 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. The “Other” category is for all other student support services staff positions not listed.

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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$14,991	\$3525	\$11,465	\$104,493
District	N/A	N/A	\$10,263	\$92,779
Percent Difference - School Site and District	N/A	N/A	11.1	17.0
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	6.2	9.8

## Fiscal Year 2024-25 Types of Services Funded

At this time, ATLAS does not receive Title I funding. ATLAS works in collaboration with Phoenix High School to provide daily in-person core academic instruction within each subject. Attendance is voluntary.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$45,818	\$62,145
Mid-Range Teacher Salary	\$83,387	\$97,088
Highest Teacher Salary	\$113,231	\$120,436
Average Principal Salary (Elementary)	\$135,378	\$151,343
Average Principal Salary (Middle)	\$139,473	\$159,514
Average Principal Salary (High)	\$156,951	\$177,261
Superintendent Salary	\$270,312	\$294,805
Percent of Budget for Teacher Salaries	32.03%	29.95%
Percent of Budget for Administrative Salaries	5.75%	5.4%

## 2024-25 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	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
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

2 full PD days in addition to Monday collaboration time.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2