

# Shasta High School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Shasta High School
Street	2500 Eureka Way
City, State, Zip	Redding, CA 96001
Phone Number	530-241-4161
Principal	Leopoldo Perez
Email Address	lperez@suhsd.net
Website	www.shastawolves.com
County-District-School (CDS) Code	45-70136-4537304

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

Shasta High School was the first high school in Shasta County. Since its inception in 1899, our school has become the largest and highest academically performing high school in our county. We currently serve 1350 students in grades nine through twelve; 102 of these students are concurrently enrolled in CTE programs housed at SHS; these include medical and robotics classes. We have an established tradition of academic excellence confirmed by student test scores: ACT and SATs (both above the district, county, and state average). Shasta High has been recognized three times as a California Distinguished School. We have been recognized by "Newsweek" magazine as one of the nation's top high schools for thirteen consecutive years. Shasta High is committed to the principle that all students can learn and have the opportunity to achieve academic and personal success through rigorous coursework, the development of academic skills, and co-curricular activities.

Our vision and mission are driven by our Student Learning Outcomes (SLO's): Positive Communicators, Academically Excellent, and World Citizens. These SLO's are posted in every classroom. The core values are as follows: Every student will have an equal and equitable opportunity for success, staff members are ethical, motivational role models, focused on common goals, and the learning environment is safe, supportive, and challenging. Our music and athletic programs are outstanding. We provide a full range of high-quality educational programs aligned with the California Curriculum Framework and District standards. We offer a safe learning environment where all students can succeed. Our mission is for all students to graduate being positive communicators, academically excellent, and world citizens.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	360
Grade 10	361
Grade 11	384
Grade 12	344
<b>Total Enrollment</b>	<b>1,449</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	3.9
Asian	4
Filipino	0.6
Hispanic or Latino	13.3
Native Hawaiian or Pacific Islander	0.4
White	70.5
Two or More Races	5.6
Socioeconomically Disadvantaged	37.5
English Learners	1
Students with Disabilities	10.7
Foster Youth	0.9
Homeless	1.4

## 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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	71	68	65	238
Without Full Credential	1	4	0	14
Teaching Outside Subject Area of Competence (with full credential)	2	0	2	8

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	3	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	1	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English I: Pearson Literature for California Grade 9; 2015 English II: Pearson Literature for California Grade 10; 2015 English III: Pearson Grade 11 Custom Literature; 2012 & Pearson Literature for California Grade 11; 2015 English IV: CSU Expository Reading & Writing Course Workbook; 2012	Yes	0%
<b>Mathematics</b>	Math 1: Core Connections Integrated I (CPM); 2014 Math 2: Core Connections Integrated II (CPM); 2015 Math 3: Core Connections Integrated III (CPM); 2015 Math 3 Honors, Trigonometry/Precalculus: Precalculus: Graphical, Numerical, Algebraic (Prentice Hall); 2016 CP Statistics: Stats in Your World (Pearson); 2012 AP Statistics: Stats Modeling the World; 2016 AP Calculus: Calculus Graphical, Numerical, Algebraic; 2016	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	Inspire California Earth Science(McGraw Hill): 2020, Environmental Science for the AP Course(Bedford, Freeman, and Worth) College Physics - A Strategic Approach, Knight, Jones, & Field, Pearson Publishers 2015 Modern Chemistry, Holt, Rinehart, and Winston, 2002 Inspire Biology, McGraw-Hill, 2020 Conceptual Physics, Pearson, 2015 Pre-Engineering, McGraw-Hill, 2012 Electricity & Electronics, The Goodheart-Wilcox Company 2009 AP Biology, Pearson 2018 Essentials of Human Anatomy & Physiology, Pearson 2018	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	CP Human Geography: World Geography and Cultures (Glencoe McGraw-Hill) ©2012 AP Human Geography: The Cultural Landscape: an Introduction to Human Geography 12th Edition, James M. Rubenstein (PEARSON) © 2017 Sexual Health Education: Positive Prevention Plus Student Workbooks (Poor Richard's Press) (2018) 10th Grade: CP World History: Patterns of Interaction (HMH/Holt McDougall) ©2012 AP European History: Western Civilization (since 1300); AP - 9th edition (Wadsworth/Cengage) © 2016, 11th Grade: CP US History: The Americans: Reconstruction to the 21st Century (Houghton Mifflin Harcourt) ©2012 AP US History: US History "Give Me Liberty" 3rded. (W.W. Norton Co.) ©2011 12th Grade: CP Am Gov: "Magruder's American Government" (Pearson) ©2019 AP Am Gov: Institutions and Policies 16E by James Q Wilson, (Cengage) ©2019 CP Econ: "Contemporary Economics" by William A. McEachern (Cengage) ©2013 AP Econ: "Economics" by McConnell, Brue, Flynn, (McGrawHill Education) ©2015, Electives: CP Psychology: Myers "Psychology in Everyday Life" 4th Ed. (Bedford, Freeman Worth) ©2017 AP Psychology: Myers Psychology for AP (MacMillan Learning/BFW) ©2018	Yes	0%
<b>Foreign Language</b>	Spanish: TPRS Instructional Materials (Blaine Ray Workshops); 2007 French: Bien Dit! (Holt-McDougal); 2009 ASL: A Basic Course in ASL (TJ Publishers/Harris Communication) 1999 Signing Naturally (DawnSign Press); 1999 ASL: Green Book Series (The Green Book); 2000 Chinese: Integrated Chinese (Cheng & Tsuzi Co.); 2014	Yes	0%
<b>Health</b>	Lifetime Health (Houghton-Mifflin) © 2009	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Visual and Performing Arts</b>	Art: Art Talk (Glencoe/McGraw Hill) © 2000; Creative Artist (North Light Books); Keys to Drawing (North Light Books) Music: Essential Elements for Choirs (Glencoe/McGraw Hill); Guitar Method Books (Mel Bay); The Enjoyment of Music (Peoples Publishing); Music! Its Role & Importance in Our Lives (Glencoe/McGraw Hill); Sight Singing (Masterworks Press); Exercises for Ensemble Drill(JW Pepper Music Co); Artistry of Fundamentals-Band)	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	All district science labs are fully equipped to teach students the standards-aligned science curricula.		0%

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

## School Facility Conditions and Planned Improvements

Shasta High School has an outstanding facility to support teaching and learning. We have 87 classrooms and 47 mobile carts, a library, cafeteria, weight room, cardio room, swimming pool, a small theater, physical training room, one business computer lab, a robotics/tech lab, a band room, a choir room, and the main office area. All of our permanent classrooms underwent a 7.5 million dollar modernization in 2005. We constructed a new wing with fifteen classrooms in 2006; we completed the construction of 12 new classrooms(spring 2020), including two chemistry labs and a robotics lab. Additionally, we are in the process of remodeling and expanding our culinary arts room and remodeling our shop so that both metal and wood working machines can be used as needed. The front parking area, student, drop off/pick up area, and sidewalks of our campus were redone in 2008. We also added a second gymnasium in 2007. In 2009, our swimming pool was completely renovated, our roofs on the Library and Physical Education facilities were replaced, and we landscaped the front of our school.

During the spring and summer of 2020 we replaced the turf on the football field and replaced the track surface. Additionally, we build a new 50 x 130-foot storage building to house athletic equipment for seven different sports.

The maintenance and custodial departments ensure that the facilities are cleaned and maintained daily. To aid in the care and upkeep, we have added a daytime custodian to address custodial issues while our maintenance personnel can stay focused on their regular duties. The District continually updates and repairs our campus as needed through a deferred maintenance program. We have replaced the lights in the gym with LED lights; we have also added four new basketball backboards bringing the total in the large gym to 10. The Gym floor was replaced with a new floor during the summer of 2020. A second softball field was added in 2012, and a batting cage facility for softball was completed in 2012.

Much of the school upgrades and constructions are being paid through the Bond Measure that was passed in 2016.

Our most recent FIT report was completed on 6/25/2020. We received a school rating of "Good" with only a few minor areas that need some basic maintenance or need painting.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 6/25/2020**

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Fair	There are a few areas that need painting or minor repairs. Maintenance and custodial has been working on addressing these issues throughout the year.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	Upgrade existing power feeds and sub-panels. Wiring and new panels for the new buildings have been nearly completed. Many of the needed upgrades will be addressed in the remodel project yet to be completed.
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	We continue to slowly replace old drinking fountains with new water filler type fountains.
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	The tennis courts are scheduled to be resurfaced in the spring of 2021.
<b>Overall Rating</b>	Good	



## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	50	N/A	63	N/A	50	N/A
Mathematics (grades 3-8 and 11)	42	N/A	47	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	35	N/A	41	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**Career Technical Education Programs (School Year 2019-2020)**

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

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

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

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

**INDUSTRY SECTOR: AGRICULTURE and NATURAL RESOURCES**

CAREER PATHWAY: PLANT and SOIL SCIENCE Integrated AG Biology Plant & Soil Science

CAREER PATHWAY: ANIMAL SCIENCE Integrated AG Biology Animal Science

CAREER PATHWAY: AGRICULTURAL MECHANICS AG Mechanics 1 AG Mechanics 2 AG Mechanics 3-4

CAREER PATHWAY: PLANT and SOIL SCIENCE Viticulture

CAREER PATHWAY: AGRISCIENCE AG Physical Science Integrated AG Biology

**INDUSTRY SECTOR: BUILDING and CONSTRUCTION TRADES**

CAREER PATHWAY: RESIDENTIAL and COMMERCIAL CONSTRUCTION Construction Technology Careers

CAREER PATHWAY: CABINETRY, MILLWORK, and WOODWORKING Construction Principles The Art of Fine Woodworking

**INDUSTRY SECTOR: BUSINESS and FINANCE**

CAREER PATHWAY: BUSINESS MANAGEMENT Computer Literacy Introduction to Business

**INDUSTRY SECTOR: EDUCATION, CHILD DEVELOPMENT, and FAMILY SERVICES**

CAREER PATHWAY: EDUCATION Early Childhood Education Careers

**INDUSTRY SECTOR: ENGINEERING and ARCHITECTURE**

CAREER PATHWAY: ARCHITECTURAL DESIGN Exploring Engineering Computer Science Principles

CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering Robotics Applications

CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering Space Science and Engineering

CAREER PATHWAY: ENGINEERING TECHNOLOGY Robotics Eng. Tech. Space Science and Engineering

CAREER PATHWAY: ENGINEERING DESIGN Exploring Engineering Computer Aided Drafting

**INDUSTRY SECTOR: HEALTH SCIENCE and MEDICAL TECHNOLOGY**

CAREER PATHWAY: PATIENT CARE Intro. to Medical Careers Medical Clinical

CAREER PATHWAY: PATIENT CARE Dental Careers

CAREER PATHWAY: PATIENT CARE Sports Medicine

INDUSTRY SECTOR: HOSPITALITY, TOURISM, and RECREATION

CAREER PATHWAY: FOOD SERVICE and HOSPITALITY Culinary Arts

Catering, Baking, & Contemporary Cuisine  
 Chef Prep

CAREER PATHWAY: FOOD SERVICE and HOSPITALITY

INDUSTRY SECTOR: INFORMATION and COMMUNICATION TECHNOLOGIES

CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT

Computer Literacy

Computer Science Principles

CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT

Computer Literacy

PC Graphics and Design

INDUSTRY SECTOR: MANUFACTURING and PRODUCT DEVELOPMENT

CAREER PATHWAY: MACHINING and FORMING TECHNOLOGIES

Exploring Engineering

Advanced Manufacturing

CAREER PATHWAY: PRODUCT INNOVATION and DESIGN

Computer-Aided Drafting

Advanced Manufacturing

CAREER PATHWAY: GRAPHIC PRODUCTION TECHNOLOGIES

Exploring Engineering

PC Graphics and Design

INDUSTRY SECTOR: PUBLIC SERVICES

CAREER PATHWAY: EMERGENCY RESPONSE

Fire Technology

CAREER PATHWAY: EMERGENCY RESPONSE

Emergency Medical Technician

CAREER PATHWAY: PUBLIC SAFETY

Administration of Justice

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

**Career Technical Education (CTE) Participation (School Year 2019-2020)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	723
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	65
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	96.25
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	46.96

## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

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There are many opportunities for parents to be involved:

Site Council – contact Leopoldo Perez, 241-4161

The Site Council is a body of representatives comprised of all stakeholders in the school community. This includes students, parents, teachers, other school personnel, and the principal. It provides a forum for all school community members to identify common goals and to establish a School Plan to address those goals.

Athletic Boosters – contact Heath Bunton, 241-4161

The Athletic Boosters consists of parents, coaches, Athletic Director, and the Athletic Administrator. Their purpose is to provide additional financial support for the entire athletic program at Shasta High School.

Parent Student Faculty Club – contact Shane Kikut, 241-4161

This organization provides an opportunity for dialogue between the stakeholders and the school.

Music Boosters – contact Gavin Spencer (vocal) or Lou Polcari (instrumental), 241-4161

The music boosters are divided into choral and instrumental boosters (SHIP) at Shasta High. These two groups work to enhance the music department's equipment and instruments, build sets, take care of uniforms and costumes, and coordinate fundraisers.

Sober Graduation – contact Sarah Price, 241-4161

Our Sober Graduation group works to provide a drug and alcohol-free event for all graduates to attend on graduation night. This group meets monthly to organize and plan this great event for our students.

Title 1- contact Shane Kikut

At the beginning of each school year, SHS has a Title 1 parent information meeting. Parents give feedback and have a say in the development of the parent compact. Additionally, SHS holds a "Student Success Academy."

ELL- contact Shane Kikut

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	1.2	1	2.3	3.6	4.4	3.5	9.1	9.6	9
Graduation Rate	97.1	97.6	96.4	90.2	89.4	92.3	82.7	83	84.5

**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**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.2	8.4	5.1	5.7	3.5	3.5
Expulsions	0.1	0.3	0.1	0.3	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.9	2.9	
Expulsions	0	.02	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

The safety of students and staff is a primary concern. Shasta High School has a comprehensive school safety plan updated yearly by the School Safety Committee and approved by the School Site Council. Our safety plan is well prepared, and we practice emergency drills and evaluate our performance regularly. The safety plan provides maximum utilization of school personnel and facilities to care for disaster victims and protect students and staff in an emergency. Our staff, freshmen, and junior classes take the California Healthy Kids/School Climate Survey to evaluate and modify our safety plan. We have a full-time security guard and a full-time Campus Resource Officer from the Redding Police Department on our campus. We have window blinds and or tinting in all of our portable classrooms, and we have interior locking mechanisms on all of our classroom doors. Last year we added a lock block to all classrooms; this allows teachers to keep their doors locked at all times; the lock block can be slid to the closed position and the door secured in seconds.

To address safety concerns about COVID and give all students and staff tools and guidance, we have implemented several measures to help keep everyone safe and minimize exposure to COVID-19. These measures include directional hallways, hand sanitizer in all classrooms, face coverings for all students, staff, and potential visitors. Signage displaying safety protocols and guidelines is posted throughout the school in print and digital format on all school monitors. To further enhance safety and minimize close contacts exposure, we have been on a hybrid attendance schedule. We are prepared to pivot to more or less restrictive schedules based on state and local guidance and conditions.

The plan was reviewed and updated in November 2020. Review with faculty is ongoing.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	25	20	22	15	25	17	30	12	27	11	29	10
Mathematics	23	22	23	13	22	28	29	8	23	24	23	12
Science	24	13	17	8	24	12	21	9	24	12	24	1
Social Science	25	15	21	19	25	17	22	18	23	20	25	15

\*Number of classes indicates how many classrooms 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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	483

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	



Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7279	1435	5845	68404
District	N/A	N/A	6591	\$76,402
Percent Difference - School Site and District	N/A	N/A	-12.0	-11.0
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	-28.0	-27.6

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

### Types of Services Funded (Fiscal Year 2019-2020)

Shasta High School runs several programs and provides services through a variety of funding options. Title I funds provide counseling services, a Math and English student Intervention/Support labs, and a student success academy for parents. Categorical funding provides for an extensive Advanced Placement and Honors Program. After school tutoring for students who need additional academic support, we offer Anytime school for students that are credit deficient and adult education classes for seniors.

SHS is utilizing a School-Wide Program for Title 1. The needs assessment is ongoing as we strive to adapt and adjust to our students' ever-changing needs. Review of both the needs and monitoring of programs that are currently in place to support students is addressed in some form during School Site Council, school advisory committee, feedback from the leadership team, which consists of department chairs, are also solicited and used to develop both needs and program evaluation. SHS has a Title 1 information night for parents. These meetings are being held via zoom to accommodate social distancing and safety protocols due to COVID 19.

ELL students are placed with teachers that are CLAD certified. Support services for our ELL students include labs, tutoring, and oversight by our site ELL liaison. The site ELL liaison also works closely with the district ELL liaison. The site ELL liaison participates in and is an active participant in the DELAC meetings. ELL labs, title 1. Foster and Homeless- bus passes, gas cards, gift cards for hygiene. (\$40K)

Support labs: LCAP Supplemental (English, Success, Math, and Credit Recovery)

Marriage and Family Therapist: LCAP Supplemental

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,724	\$52,670
Mid-Range Teacher Salary	\$72,057	\$89,660
Highest Teacher Salary	\$93,658	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$139,134	\$158,074
Superintendent Salary	\$170,876	\$250,285
Percent of Budget for Teacher Salaries	30.0	32.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	7	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	16	N/A
All courses	34	29.7

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	36

The professional development is guided by the District, the Principal, and the Leadership Team. The professional development plan is based on identified staff needs. Staff members build their teaching skills and concepts through conferences (virtual), workshops, and PLC instructional teams. We have three staff development days built into our yearly calendar where teachers are offered a wide variety of professional growth opportunities in curriculum design, instructional techniques, and methodologies. We also have four minimum days per month, where staff focuses on the whole school, Common Core, PLC, and department issues. This year with our modified schedule, the staff has additional time to collaborate during "office hours" and on Wednesday mornings

We utilize an instructional coach who works with teachers on our focus areas, including literacy, differentiated instruction, professional development, and general teacher coaching. We have also added a tech coach that helps with both instruction and technology. Both Coaches are integral to the schoolwide implementation of PLC. SHS is in year two of PLC implementation. The instructional coaches have been instrumental in improving the staff's capacity to utilize distance learning strategies and available technology to make learning accessible to students.