Shasta High School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

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

2021-22 District Contact Information

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

2021-22 School Overview

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 1351 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	409
Grade 10	312
Grade 11	309
Grade 12	298
Total Enrollment	1,328

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	3.9
Asian	3.5
Black or African American	1.1
Filipino	0.7
Hispanic or Latino	14.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6
White	69.6
English Learners	1.1
Foster Youth	0.8
Homeless	0.8
Socioeconomically Disadvantaged	35.4
Students with Disabilities	10.8

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	56.5	88.6	211.6	81.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.6	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.3	2.2	6.2	2.4	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.7	4.3	29.4	11.3	12115.8	4.4
Unknown	3.1	4.9	11.8	4.6	18854.3	6.9
Total Teaching Positions	63.8	100.0	260.8	100.0	274759.1	100.0

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

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

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.3
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.3

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

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.1
Local Assignment Options	2.6
Total Out-of-Field Teachers	2.7

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

Year and month in which the data were collected	December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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%
Mathematics	Math 1: Core Connections Integrated I (CPM); 2014 Math 2: Core Connections Integrated II (CPM); 2015 Math 3: Core Connections Integrated III (CPM); 2015 Math 3 Honors, Trigonometry/Precalculus: Precalculus: Graphical, Numerical, Algebraic (Prentice Hall); 2016 CP Statistics: Stats in Your World (Pearson) ;2012 AP Statistics: Stats Modeling the World; 2016 AP Calculus: Calculus Graphical, Numerical, Algebraic; 2016	Yes	0%
Science	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%
History-Social Science	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:	Yes	0%

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

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

School Facility Conditions and Planned Improvements

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 wood and metal manufacturing shop, 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.

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

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		There are a few areas that need painting or minor repairs. Maintenance and custodial has been working on addressing these issues throughout the year.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			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.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			We continue to slowly replace old drinking fountains with new water filler type fountains.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The tennis courts were resurfaced in the summer of 2021.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	289	270	93.43	6.57	75.84
Female	148	145	97.97	2.03	75.69
Male	141	125	88.65	11.35	76
American Indian or Alaska Native	16	15	93.75	6.25	73.33
Asian	13	12	92.31	7.69	75
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	35	94.59	5.41	62.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	76.92
White	204	190	93.14	6.86	77.78
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	13	11	84.62	15.38	63.64
Socioeconomically Disadvantaged	81	73	90.12	9.88	67.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	28	82.35	17.65	21.43

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	289	258	89.27	10.73	52.71
Female	148	136	91.89	8.11	53.68
Male	141	122	86.52	13.48	51.64
American Indian or Alaska Native	16	15	93.75	6.25	33.33
Asian	13	12	92.31	7.69	41.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	31	83.78	16.22	38.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	57.14
White	204	181	88.73	11.27	57.46
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	13	9	69.23	30.77	--
Socioeconomically Disadvantaged	81	63	77.78	22.22	36.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	26	76.47	23.53	19.23

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

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

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

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

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	40.88	N/A	38.43	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	543	297	54.70	45.30	40.88
Female	268	156	58.21	41.79	37.18
Male	275	141	51.27	48.73	45.00
American Indian or Alaska Native	20	16	80.00	20.00	37.50
Asian	23	12	52.17	47.83	58.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	69	39	56.52	43.48	28.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	15	38.46	61.54	53.33
White	382	210	54.97	45.03	42.58
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	24	12	50.00	50.00	33.33
Socioeconomically Disadvantaged	144	86	59.72	40.28	27.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	33	58.93	41.07	12.12

2020-21 Career Technical Education Programs

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

INDUSTRY SECTOR: HEALTH SCIENCE and MEDICAL TECHNOLOGY
CAREER PATHWAY: PATIENT CARE   Intro. to Medical Careers   Medical Clinical
CAREER PATHWAY: PATIENT CARE   Dental Careers
CAREER PATHWAY: PATIENT CARE   Sports Medicine

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

2020-21 Career Technical Education Programs

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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	565
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	56.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	94.05
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	41.74

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

There are many opportunities for parents to be involved:

Site Council – contact Shane Kikut, 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 single 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 Jamie Fleming, 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.

2021-22 Opportunities for Parental Involvement

Title 1- contact Jamie Fleming

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 Jamie Fleming

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school dropout rates; • High school graduation rates; and • Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	2.3	1.8	1.8	3.5	4.0	4.2	9.0	8.9	9.4
Graduation Rate	96.4	97.0	96.4	92.3	90.8	88.7	84.5	84.2	83.6

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	279	269	96.4
Female	131	127	96.9
Male	148	142	95.9
American Indian or Alaska Native	--	--	--
Asian	13	13	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	37	36	97.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	25	25	100.0
White	194	185	95.4

English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	15	15	100.0
Socioeconomically Disadvantaged	113	106	93.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	29	27	93.1

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1447	1386	122	8.8
Female	705	677	54	8.0
Male	740	707	68	9.6
American Indian or Alaska Native	54	54	10	18.5
Asian	48	48	2	4.2
Black or African American	15	14	1	7.1
Filipino	10	10	1	10.0
Hispanic or Latino	215	206	20	9.7
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	88	83	9	10.8
White	1007	961	78	8.1
English Learners	16	16	4	25.0
Foster Youth	18	15	5	33.3
Homeless	14	14	4	28.6
Socioeconomically Disadvantaged	545	515	81	15.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	165	157	21	13.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	8.45	2.56	5.67	2.10	3.47	0.20
Expulsions	0.31	0.00	0.25	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.55	4.20	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.56	0.00
Female	1.99	0.00
Male	3.11	0.00
American Indian or Alaska Native	1.85	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.79	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.41	0.00
White	2.48	0.00
English Learners	0.00	0.00
Foster Youth	11.11	0.00
Homeless	7.14	0.00
Socioeconomically Disadvantaged	3.85	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.64	0.00

2021-22 School Safety Plan

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 . 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 December 2021. Review with faculty is ongoing.

2018-19 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	17	30	12
Mathematics	22	28	29	8
Science	24	12	21	9
Social Science	25	17	22	18

2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	11	29	10
Mathematics	23	24	23	12
Science	24	12	24	1
Social Science	23	20	25	15

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	21	22	35	1
Mathematics	19	33	31	1
Science	23	12	27	1
Social Science	21	22	38	

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	332

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	7279	1435	5845	68404
District	N/A	N/A	6591	$76,081
Percent Difference - School Site and District	N/A	N/A	-12.0	-10.6
State			$8,444	$83,672
Percent Difference - School Site and State	N/A	N/A	-36.4	-20.1

2020-21 Types of Services Funded

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 who are credit deficient and adult education classes for seniors. We also offer a Summer School credit recovery option.

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

2019-20 Teacher and Administrative Salaries

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

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

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	26.6

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

Subject	Number of AP Courses Offered
Computer Science	1
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	3
Science	3
Social Science	4
Total AP Courses Offered	15

Professional Development

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 who 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	36

Shasta Union High School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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

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

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

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

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

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

2021-22 District Contact Information

District Name	Shasta Union High School District

Phone Number	530-241-3261		
Superintendent	Jim Cloney		
Email Address	jcloney@suhsd.net		
District Website Address	www.suhsd.net		

2020-21 CAASPP Test Results in ELA by Student Group

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

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

2020-21 CAASPP Test Results in Math by Student Group

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

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

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

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

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

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