

Shasta High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Shasta High School
Street	2500 Eureka Way
City, State, Zip	Redding, CA 96001
Phone Number	530-241-4161
Principal	Milan Woollard
E-mail Address	mwoollard@suhdsd.net
Grades Served	9-12
CDS Code	45-70136-4537304

District Contact Information	
District Name	Shasta Union High School District
Phone Number	530-241-3261
Superintendent	Jim Cloney
E-mail Address	jcloney@suhsd.net
Web Site	www.shastawolves.com

School Description and Mission Statement (Most Recent Year)

Shasta High School was the first high school in Shasta County. Since our inception in 1899, our school has become the largest and one of the highest academically performing high schools in our county. We currently serve 1573 students in grades nine through twelve. We have an established tradition of academic excellence confirmed by student test scores: API (832), Advanced Placement (highest in the district and county), California High School Exit Exam (above the district, county and state average), ACT and SAT tests (both above the district, county and state average). Shasta High has been recognized three times as a California Distinguished School and has been recognized by "Newsweek" magazine as one of the top high schools in the nation for ten consecutive years. Our music and athletic programs are outstanding. We provide a full range of high quality educational programs that are aligned with the California Curriculum Framework and District standards. We provide 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 2014-15)

Grade Level	Number of Students
Grade 9	362
Grade 10	372
Grade 11	345
Grade 12	292
Total Enrollment	1,371

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	5
Asian	3.4
Filipino	1.2
Hispanic or Latino	11.1
Native Hawaiian or Pacific Islander	0.3
White	74.5
Two or More Races	1.3
Socioeconomically Disadvantaged	35.4
English Learners	0.2
Students with Disabilities	7.4
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	69	69		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	6	6		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English I: Pearson Literature for California Grade 9 © 2010 English II: Pearson Literature for California Grade 10 © 2010 English III: Pearson Grade 11 Custom Literature © 2012 English IV: Prentice Hall Literature: Timeless Voices, Timeless Themes: The British Tradition © 2002; CSU Expository Reading & Writing Course © 2012	Yes	0%
Mathematics	Algebra 1: Holt Algebra 1 California Edition (Holt-McDougal) © 2007 Geometry: Geometry: Concepts & Skills (Holt-McDougal) © 2005 CP Geometry: Holt California Geometry (Holt-McDougal) © 2008 Algebra 2: Holt California Algebra 2 (Holt-McDougal) © 2008 Trigonometry/Precalculus: Precalculus: Graphical, Numerical, Algebraic (Prentice Hall) © 2007 Statistics: Stats in Your World (Pearson) © 2012	Yes	0%
Science	Physical/Earth Science: Holt California Earth Science (Holt-McDougal) © 2007 Biology: Holt Biology, California Edition (Holt, Rinehart & Winston) © 2006 Chemistry: Holt Modern Chemistry (Holt, Rinehart & Winston) © 2002 CA Chemistry: Matter & Change (Glencoe/McGraw-Hill) © 2007 Physics: Holt Physics (Holt, Rinehart & Winston) © 2006	Yes	0%
History-Social Science	Intro to Social Science: Sociology – The Study of Human Relationships (Holt, Rinehart & Winston) © 2005 Personal Growth: Lifetime Health (Houghton-Mifflin) © 2009 World History: World History: Modern World (Prentice Hall) © 2007 U.S. History: The Americans: Reconstruction to the 21st Century (McDougal Littell) © 2006 Economics: Economics: Principles and Practices (Glencoe/McGraw-Hill) © 2008 American Government: Magruder’s American Government (Prentice Hall) © 2009	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Spanish: TPRS Instructional Materials (Blaine Ray Workshops) French: Bien Dit! (Holt-McDougal) © 2008 American Sign Language: A Basic Course in ASL (TJ Publishers/Harris Communication) © 1994; Signing Naturally (DawnSign Press); Bravo ASL! (DawnSign Press) Chinese: Integrated Chinese (Cheng & Tsuzi Co.)	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 (Most Recent Year)

Shasta High School has an outstanding facility to support teaching and learning. We have 86 classrooms, two computer labs and two mobile carts, a library, cafeteria, weight room, cardio room, swimming pool, a small theater, physical training room, three business computer labs, a Title One computer lab, a robotics/tech lab, a band room, a choir room, and a main office area. All of our permanent classrooms underwent a 7.5 million dollar modernization in 2005. We constructed a new class wing with fifteen classrooms in 2006 and the front parking area, student drop off/pick up area, and sidewalks of our campus was redone in 2008. We have also added a second gymnasium in 2007. In 2009, our swimming pool was completely redone, our roofs on the Library and Physical Education facilities were replaced, and we landscaped the front of our school. The maintenance and custodial departments ensure that the facilities are cleaned and maintained on a daily basis. The District continually updates and repairs our campus as needed through a deferred maintenance program. We are currently installing new lights on our football field. We are in the process of getting bids to replace exterior fencing on our campus, replace windows in our Counseling Center, replace the back boards in our gym, and to do the interior finishes in our Music Building.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: September 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Counseling Office windows and ceilings, Music building walls and floors, backboards in the gym.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Chain link fencing repairs, football field lighting project, parking lot and tennis court resurfacing.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: September 2014				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	71	68	44
Mathematics	33	43	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	319	311	97.5	10	20	40	31
Male	11		155	48.6	13	22	40	25
Female	11		156	48.9	6	17	40	36
Black or African American	11		8	2.5	--	--	--	--
American Indian or Alaska Native	11		7	2.2	--	--	--	--
Asian	11		10	3.1	--	--	--	--
Filipino	11		2	0.6	--	--	--	--
Hispanic or Latino	11		39	12.2	26	15	44	15
White	11		239	74.9	7	20	40	33
Two or More Races	11		4	1.3	--	--	--	--
Socioeconomically Disadvantaged	11		86	27.0	19	21	42	19
English Learners	11		1	0.3	--	--	--	--
Students with Disabilities	11		21	6.6	57	24	19	0
Foster Youth	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	319	310	97.2	39	28	18	15
Male	11		155	48.6	39	30	17	13
Female	11		155	48.6	39	25	19	16
Black or African American	11		8	2.5	--	--	--	--
American Indian or Alaska Native	11		7	2.2	--	--	--	--
Asian	11		10	3.1	--	--	--	--
Filipino	11		2	0.6	--	--	--	--
Hispanic or Latino	11		39	12.2	59	21	13	8
White	11		238	74.6	35	29	20	16
Two or More Races	11		4	1.3	--	--	--	--
Socioeconomically Disadvantaged	11		86	27.0	50	30	10	9
English Learners	11		1	0.3	--	--	--	--
Students with Disabilities	11		21	6.6	81	14	5	0
Foster Youth	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	71	70	78	69	69	72	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	72
All Students at the School	78
Male	79
Female	77
Black or African American	50
American Indian or Alaska Native	72
Asian	92
Filipino	--
Hispanic or Latino	83
White	78
Two or More Races	--
Socioeconomically Disadvantaged	22
English Learners	--
Students with Disabilities	70
Foster Youth	--

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2014-15)

Our school gives a career exploration test to all incoming ninth graders for placement and career interest. All grade levels are exposed to our Career Center and go through an extensive series of interest inventories and career exploration. We offer a full range of CTE courses that students have the opportunity to attend either on our campus or at the District Farm. At Shasta, we have a Medical pathway and a STEM pathway that are both articulated pathways with courses available for our students beginning in the Freshmen year. Students who choose the STEM pathway have access to Exploring Engineering, Computer Aided Design, Robotics, and Computer Science. As part of our Medical pathway, students can choose from Medical Biology, Medical Chemistry, Anatomy/Physiology, Nursing I and II, Sports Medicine, and Dental. We have invested significantly in both of these pathways and our students are excited about the learning environment and the hands on opportunities that they have. We sponsor an annual Career Fair on campus during our school day. We bring in people working in the field to share with our students who are interested in pursuing a particular career.

In addition, the Shasta Union High School District offers Career and Technical Education (CTE) programs organized in sequences of courses designed to provide students with opportunities for enhanced learning experiences and preparation for productive employment and/or post high school education. Courses in Agriculture; Business and Technology; Consumer and Family Sciences; Industrial Technology; Public Safety; Education: Medical: and Engineering Technology are offered that satisfy the district's Practical Vocational Arts requirement for graduation. Work Experience Education offers a combination of classroom learning and on-the-job training to 11th and 12th grade students who are employed part-time. Many of the CTE courses are dual enrolled or articulated with Shasta College and offer students an opportunity to earn college credit and to receive a strong experience and understanding of all aspects of the industry they may consider pursuing as a future career. A variety of CTE courses are 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 are provided to ensure special needs students are recruited, enrolled, supported and successfully complete CTE courses and programs.

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

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	1239
% of pupils completing a CTE program and earning a high school diploma	23.4
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	19%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	93.19
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	39.01

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	72	72	80	68	48	52	57	56	58
Mathematics	73	74	82	70	49	52	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	27	29	43	28	47	25
All Students at the School	20	31	49	18	52	30
Male	22	31	48	18	48	34
Female	18	32	50	18	56	25
Black or African American	36	9	55	36	45	18
American Indian or Alaska Native	30	45	25	20	50	30
Asian	9	18	73		45	55
Hispanic or Latino	18	31	51	16	51	33
White	19	31	50	18	53	29
Socioeconomically Disadvantaged	27	34	39	27	52	22
Students with Disabilities	78	9	13	39	43	17

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.30	25.00	54.90

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

There are many opportunities for parents to be involved:

SITE Council – contact Milan Woollard, 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 Club – contact Leo Perez, 241-4161

- This organization provides an opportunity of dialogue between the stakeholders and the school. They also select the Students of the Month and run the student recognition program.

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

- The music boosters are divided into choral and instrumental boosters 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 to coordinate fund raisers.

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.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.30	0.60	1.80	3.30	3.60	4.90	13.10	11.40	11.50
Graduation Rate	98.79	99.07	97.58	93.61	93.44	91.45	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	101.25	86.49	84.6
Black or African American	140	80	76
American Indian or Alaska Native	106.67	90.57	78.07
Asian	87.5	87.27	92.62
Filipino	100	91.67	96.49
Hispanic or Latino	108.7	84.05	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	100.82	86.52	89.93
Two or More Races	100	88.41	82.8
Socioeconomically Disadvantaged	96	68.35	61.28
English Learners		50	50.76
Students with Disabilities	115.12	82.46	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.07	3.79	3.82	5.80	4.88	4.68	5.07	4.36	3.80
Expulsions	0.50	0.12	0.42	0.29	0.26	0.30	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern. Shasta High School has a comprehensive school safety plan that is updated yearly by the School Safety Committee and approved by the SITE Council. Our safety plan is well prepared and we practice emergency drills and evaluate our performance on a regular basis. The safety plan provides for maximum utilization of school personnel and facilities to care for disaster victims and to protect students and staff in the event of an emergency. In addition, our staff, freshmen and junior classes take the California Healthy Kids/School Climate Survey to help us 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 just completed installing window blinds and or tinting in all of our portable classrooms and have just installed interior locking mechanisms on all of our classroom doors.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement*	Year 2	
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				Avg. Class Size	2013-14			Avg. Class Size	2014-15				
	Avg. Class Size	Number of Classrooms				Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
English	26	14	28	16	25	19	21	19	24	20	27	11		
Mathematics	21	27	24	15	23	25	15	20	18	38	19	12		
Science	29	5	20	12	27	7	17	16	24	11	19	6		
Social Science	28	7	20	13	24	18	16	11	24	16	20	10		

Note: 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	258
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7225	1273	5952	68404
District	N/A	N/A	6393	69606
Percent Difference: School Site and District	N/A	N/A	-6.9	-1.7
State	N/A	N/A	5952	79043
Percent Difference: School Site and State	N/A	N/A	0.0	-13.5

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

Types of Services Funded (Fiscal Year 2014-15)

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

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,708	\$44,363
Mid-Range Teacher Salary	\$62,779	\$71,768
Highest Teacher Salary	\$83,637	\$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$121,276
Average Principal Salary (High)	\$129,741	\$133,673
Superintendent Salary	\$154,380	\$210,998
Percent of Budget for Teacher Salaries	33%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	7	N/A
All courses	20	.8

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

The professional development is guided by the District, Principal and the Leadership Team. The professional development plan is based on identified staff need. Staff members build their teaching skills and concepts through participation in conferences, workshops, and 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 whole school, Common Core, and department issues.