

# Shasta High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

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 1358 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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	386
Grade 10	333
Grade 11	352
Grade 12	262
Total Enrollment	1333

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	49.5%
American Indian or Alaska Native	4.6%
Asian	3.6
Black or African American	2.4
Filipino	.3
Hispanic or Latino	17
Native Hawaiian or Pacific Islander	.3
Two or More Races	3.0
White	67.9
English Learners	1.2
Foster Youth	0.9%
Homeless	0.4%
Socioeconomically Disadvantaged	45.4%
Students with Disabilities	12.3%

## A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	56.50	88.61	211.60	81.13	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.61	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.30	2.18	6.20	2.41	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.70	4.26	29.40	11.28	12115.80	4.41
<b>Unknown</b>	3.10	4.92	11.80	4.55	18854.30	6.86
<b>Total Teaching Positions</b>	63.80	100.00	260.80	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	58.30	91.40	212.70	82.76	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.90	0.77	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.70	2.80	5.30	2.06	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.30	2.18	28.10	10.93	11953.10	4.28
<b>Unknown</b>	2.20	3.57	8.90	3.46	15831.90	5.67
<b>Total Teaching Positions</b>	63.80	100.00	257.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.90
Misassignments	1.30	0.80
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.30</b>	<b>1.70</b>

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.00
Local Assignment Options	2.60	1.30
<b>Total Out-of-Field Teachers</b>	<b>2.70</b>	<b>1.30</b>

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.7	1.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CP English I: Common Core Literature Grade 9; Pearson 2015 Honors English I: Foundations of Language and Literature; Bedford, Freeman Worth 2017	Yes	0%

	<p>CP English II: Common Core Literature Grade 10; Pearson 2015</p> <p>CP English III: Common Core Literature The American Experience: Pearson 2015</p> <p>AP English III: Language of Composition; Bedford Freeman Worth 2018</p> <p>AP English IV: Literature 2022</p> <p>CP English IV: ERWC 3.0 curriculum-- adopted in 2019</p>		
<b>Mathematics</b>	<p>CP &amp; Honors Math 1-CPM Core Connections Integrated 1-2014</p> <p>CP Honors Math 2, 2A &amp; 2B-CPM Core ZConnections Integrated 2 -2015</p> <p>CP Math 3- CPM Core Connections Integrated 3-2015</p> <p>AP Trig/Pre-Calc-Pearson Precalculus 8th Edition-2022</p> <p>CP Statistics: Stats in Your World (Pearson) ;2012</p> <p>AP Statistics: Stats Modeling the World; 2016</p> <p>AP Calculus: Calculus Graphical, Numerical, Algebraic; 2016</p> <p>Financial Literacy-Cengage Financial Algebra 2nd Edition-2022</p>	Yes	0%
<b>Science</b>	<p>AP Physics: College Physics - A Strategic Approach, Knight, Jones, &amp; Field, Pearson Publishers 2015</p> <p>Modern Chemistry, Holt, Rinehart, and Winston, 2020</p> <p>Inspire Earth Science, McGraw-Hill, 2020</p> <p>Inspire Biology, McGraw-Hill, 2020</p> <p>Applied Sci: Conceptual Integrated Science (Pearson)-2015</p> <p>APES: Environmental Science for the AP Course -2018</p> <p>AP Biology, Pearson 2018</p> <p>Essentials of Human Anatomy &amp; Physiology, Pearson 2019</p>	Yes	0%
<b>History-Social Science</b>	<p>CP Geography—The Human and Physical World ©2018; McGraw-Hill (new edition 2020)</p> <p>AP-Human Geography -Cultural Landscape An Introduction to Human Geography 14th Edition, James M. Rubenstein (PEARSON) (c 2024) Adopted 2023-24</p> <p>CP Modern World History (1 st Ed) – adopted Fall 2022</p> <p>AP European History: Western Civilization 2021</p> <p>U.S. History: CP = HMH US History ©2018 – adopted Fall 2022</p> <p>AP US History: Give me Liberty! AP Edition 6th edition (W.W Norton Co) 2020</p> <p>CP Economics “Contemporary Economics” 4th ed (William A. McEachern) 2014</p> <p>AP Economics: Macroeconomics “Krugman’s Economics for AP” (Margaret Ray and David Anderson) 3rd Edition ©2019 Worth Publishers adopted 2021-22</p> <p>AP Economics: Microeconomics Principles of Economics author: Mankiw</p> <p>AP Economics: Microeconomics “economics” by McConnell, Brue, Flynn, 2015,</p> <p>American Government: Magruder’s American Government (Prentice Hall); 2019</p> <p>AP Government: American Government: Institutions and Policies 16E by James Q Wilson, ©2019</p> <p>AP Government: Stories of a Nation c2021 1st edition (BFW Publishers) adopted 2022</p>	Yes	0%

	AP Psychology: Myers Psychology for AP (MacMillan Learning/BFW) ©2018 adopted 2018-19 Psychology: Psychology in Everyday Life (Bedford, Freeman & Worth) 2018		
<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>	Positive Prevention Plus – consumable workbooks © 2021; adopted Spring 2016	Yes	0%
<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>	N/A	N/A	0%

## School Facility Conditions and Planned Improvements

Shasta High School has an outstanding facility to support teaching and learning. We have 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 just remodeled and expanded our culinary arts room and our shop so that both metal and woodworking machines can be used as needed. (2021) 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, the 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, the turf on the football field was replaced along with the track surface. Additionally, we built 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 construction are being paid through the Bond Measure that was passed in 2016.

**Year and month of the most recent FIT report**

11/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			There were no reported gas leaks
<b>Interior:</b> Interior Surfaces		X		There are a few areas that need painting or minor repairs such as water stains on ceiling tiles and chipping paint, and bubbles in the floor tiles in the 900 downstairs 900 wing. Maintenance and custodial has been working on addressing these issues throughout the year.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			There was no vermin infestation
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			We have installed several new water fill stations.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Chipping paint on some exterior areas. The exterior of the school was repainted in late summer of 2022.
<b>Structural:</b> Structural Damage, Roofs	X			There was no structural roof damage.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The tennis courts were resurfaced in the summer of 2021. The exterior of the campus was painted in the summer of 2022.



## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

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

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	69	67	64	64	47	46
<b>Mathematics</b> (grades 3-8 and 11)	45	45	45	44	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	320	316	98.75	1.25	66.77
<b>Female</b>	153	152	99.35	0.65	71.71
<b>Male</b>	166	164	98.80	1.20	62.20
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	54	53	98.15	1.85	54.72
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	53.85
<b>White</b>	226	223	98.67	1.33	71.75
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	100	100	100.00	0.00	65.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	40	38	95.00	5.00	13.16

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	320	315	98.44	1.56	45.22
<b>Female</b>	153	151	98.69	1.31	39.07
<b>Male</b>	166	164	98.80	1.20	50.92
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	54	53	98.15	1.85	24.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	12	92.31	7.69	33.33
<b>White</b>	226	223	98.67	1.33	50.22
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	100	99	99.00	1.00	37.76
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	40	38	95.00	5.00	5.41

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	44.84	47.75	40.95	37.90	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	583	559	95.88	4.12	47.41
Female	286	277	96.85	3.15	45.49
Male	295	281	95.25	4.75	49.47
American Indian or Alaska Native	17	17	100.00	0.00	47.06
Asian	15	15	100.00	0.00	73.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	101	97	96.04	3.96	32.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	24	88.89	11.11	54.17
White	408	391	95.83	4.17	50.13
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	183	175	95.63	4.37	36.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	55	88.71	11.29	7.27

## 2022-23 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

**CAREER PATHWAY: ANIMAL SCIENCE** Veterinarian Technician

**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 Introduction to culinary Arts, &

## 2022-23 Career Technical Education Programs

Contemporary Cuisine

CAREER PATHWAY: FOOD SERVICE and HOSPITALITY

Chef Prep

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: Arts, Media and Entertainment

CAREER PATHWAY: Design, Visual, and Media Arts

CAREER PATHWAY: Performing Arts

CAREER PATHWAY: Production and Managerial Arts

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

MANUFACTURING AND PRODUCT DEVELOPMENT:

Welding and Materials Joining

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.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	599
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	43.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	95.05
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	53.28

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	87.3	82.5	87.3	83.3	87

## C. Engagement

### State Priority: Parental Involvement

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

## 2023-24 Opportunities for Parental Involvement

There are many opportunities for parents to be involved:

Site Council – Contact Shane Kikut, 241-4161 ext 15501

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 review the Single Plan to address those goals. The Site Council also provides feedback on the School Safety Plan, and SARC.

Athletic Boosters – contact Heath Bunton, 241-4161 ext 15507

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 ext 15505

## 2023-24 Opportunities for Parental Involvement

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

Music Boosters – contact Gavin Spencer (vocal) or Jesse Ajamian (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 Jamie Fleming ext 15505

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	1.8	3.3	1.6	4.2	4.5	4	9.4	7.8	8.2
<b>Graduation Rate</b>	96.4	95.3	93	88.7	92.9	90.8	83.6	87	86.2



## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	256	238	93.0
<b>Female</b>	131	125	95.4
<b>Male</b>	124	112	90.3
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	13	12	92.3
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	41	40	97.6
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	15	12	80.0
<b>White</b>	176	166	94.3
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	125	113	90.4
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	27	17	63.0

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1422	1372	226	16.5
Female	716	684	119	17.4
Male	698	681	103	15.1
Non-Binary	8	7	4	57.1
American Indian or Alaska Native	68	62	10	16.1
Asian	50	48	5	10.4
Black or African American	35	34	5	14.7
Filipino	5	5	0	0.0
Hispanic or Latino	240	233	34	14.6
Native Hawaiian or Pacific Islander	5	4	0	0.0
Two or More Races	47	46	9	19.6
White	958	928	160	17.2
English Learners	17	17	2	11.8
Foster Youth	18	15	4	26.7
Homeless	19	18	9	50.0
Socioeconomically Disadvantaged	721	682	146	21.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	181	172	39	22.7

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	2.56	3.70	6.19	2.10	5.61	5.65	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.19	0
Female	4.75	0
Male	7.74	0
Non-Binary		
American Indian or Alaska Native	10.29	0
Asian	2	0
Black or African American	14.29	0
Filipino	0	0
Hispanic or Latino	4.58	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	12.77	0
White	5.85	0
English Learners	0	0
Foster Youth	33.33	0
Homeless	10.53	0
Socioeconomically Disadvantaged	9.15	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.39	0

## 2023-24 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 each quarter. 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.

Staff has been trained in ALICE strategies and options in the event of a school shooter situation.

The plan was reviewed and updated in November 2023. Review with faculty is ongoing.

## 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	

## 2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	20	24	14
Mathematics	19	30	24	9
Science	22	16	19	7
Social Science	21	23	30	8

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

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	16	26	11
Mathematics	22	26	21	10
Science	21	20	19	8
Social Science	22	22	26	11

## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	333.25

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.8

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,711	\$2,465	\$7,246	\$75,801
District	N/A	N/A	\$7,266	\$79,693
Percent Difference - School Site and District	N/A	N/A	-0.3	-5.0
State	N/A	N/A	\$7,607	\$85,804
Percent Difference - School Site and State	N/A	N/A	-4.9	-12.4

## Fiscal Year 2022-23 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 and students. Categorical funding provides for an extensive Advanced Placement and Honors Program. After school tutoring is available 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.

ELL students are placed with teachers who 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, store cards for hygiene. (\$40K)

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

Marriage and Family Therapist: LCAP Supplemental

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$44,620	\$53,824
<b>Mid-Range Teacher Salary</b>	\$74,961	\$84,312
<b>Highest Teacher Salary</b>	\$100,488	\$104,930
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$0	
<b>Average Principal Salary (High)</b>	\$145,903	\$148,501
<b>Superintendent Salary</b>	\$172,585	\$199,596
<b>Percent of Budget for Teacher Salaries</b>	31.05%	28.73%
<b>Percent of Budget for Administrative Salaries</b>	4.52%	5.39%

## 2022-23 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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	5
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	16

## 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, 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, WASC, PLC, and department issues.

We utilize an Instructional Coach who works with teachers on our focus areas, including PLC teams, literacy, differentiated instruction, and general teacher coaching. SHS is in year two of PLC implementation. The instructional coach has been instrumental in improving the staff's capacity to work collaboratively as a PLC school..

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	36	36	36