

# Shasta High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

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, 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 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).

#### **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 (School Year 2018-19)**

| <b>School Contact Information</b> |                      |
|-----------------------------------|----------------------|
| <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>                  | Leopoldo Perez       |
| <b>E-mail Address</b>             | lperez@suhsd.net     |
| <b>Web Site</b>                   | www.shastawolves.com |
| <b>CDS Code</b>                   | 45-70136-4537304     |

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

### **School Description and Mission Statement (School Year 2018-19)**

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 1598 students in grades nine through twelve, 109 of these students are concurrently enrolled in CTE programs that are housed at SHS, these include medical and robotics classes. We have an established tradition of academic excellence confirmed by student test scores: 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 eleven consecutive years. Shasta High is committed to the principle that all students can learn and that they have the opportunity to achieve academic and personal success through rigorous coursework, development of academic skills, and co-curricular activities.

Our vision and mission is 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 equal 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 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 2017-18)**

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Grade 9</b>          | 429                       |
| <b>Grade 10</b>         | 390                       |
| <b>Grade 11</b>         | 334                       |
| <b>Grade 12</b>         | 293                       |
| <b>Total Enrollment</b> | 1,446                     |

**Student Enrollment by Group (School Year 2017-18)**

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.9                         |
| American Indian or Alaska Native    | 3.7                         |
| Asian                               | 3.9                         |
| Filipino                            | 0.8                         |
| Hispanic or Latino                  | 11.4                        |
| Native Hawaiian or Pacific Islander | 0.6                         |
| White                               | 72.6                        |
| Socioeconomically Disadvantaged     | 38.0                        |
| English Learners                    | 0.8                         |
| Students with Disabilities          | 9.5                         |
| Foster Youth                        | 0.3                         |

**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.

**Teacher Credentials**

| Teachers                                                           | School  |         |         | District |
|--------------------------------------------------------------------|---------|---------|---------|----------|
|                                                                    | 2016-17 | 2017-18 | 2018-19 | 2018-19  |
| With Full Credential                                               | 72      | 70      | 71      |          |
| Without Full Credential                                            | 1       | 1       | 1       |          |
| Teaching Outside Subject Area of Competence (with full credential) | 3       | 3       | 2       |          |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator                                      | 2016-17 | 2017-18 | 2018-19 |
|------------------------------------------------|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 3       |
| Total Teacher Misassignments *                 | 0       | 0       | 1       |
| Vacant Teacher Positions                       | 0       | 0       | 1       |

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Year and month in which data were collected: Jan 2018

| Subject                       | Textbooks and Instructional Materials/<br>Year of Adoption                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------|
| <b>Reading/Language Arts</b>  | English I: Pearson Literature for California Grade 9; 2015<br>English II: Pearson Literature for California Grade 10; 2015<br>English III: Pearson Grade 11 Custom Literature; 2012<br>& Pearson Literature for California Grade 11; 2015<br>English IV: CSU Expository Reading & Writing Course Workbook; 2012                                                                                                                                                                                                                 | Yes                              | 0%                                                  |
| <b>Mathematics</b>            | Math 1: Core Connections Integrated I (CPM); 2014<br>Math 2: Core Connections Integrated II (CPM); 2015<br>Math 3: Core Connections Integrated III (CPM); 2015<br>Math 3 Honors, Trigonometry/Precalculus:<br>Precalculus: Graphical, Numerical, Algebraic (Prentice Hall); 2016<br>CP Statistics: Stats in Your World (Pearson) ;2012<br>AP Statistics: Stats Modeling the World; 2016<br>AP Calculus: Calculus Graphical, Numerical, Algebraic; 2016                                                                          | Yes                              | 0%                                                  |
| <b>Science</b>                | Physical/Earth Science: Holt California Earth Science (Holt-McDougal) © 2007<br>Biology: Holt Biology, California Edition (Holt, Rinehart & Winston) © 2006<br>Chemistry: Holt Modern Chemistry (Holt, Rinehart & Winston) © 2002<br>CA Chemistry: Matter & Change (Glencoe/McGraw-Hill) © 2007<br>Physics: Holt Physics (Holt, Rinehart & Winston) © 2006                                                                                                                                                                      | Yes                              | 0%                                                  |
| <b>History-Social Science</b> | Personal Growth: Career Choices (Academic Innovations); 2011<br>& Positive Prevention Plus (Positive Prevention Plus) 2016<br>Geography: World Geography and Cultures (Glencoe/McGraw-Hill);2012<br>World History: Patterns of Interaction (Holt-McDougal/Littell); 2012<br>U.S. History: The Americans: Reconstruction to the 21st Century (McDougal Littell); 2012<br>Economics: Economics: Principles and Practices (Glencoe/McGraw-Hill); 2010<br>American Government: Magruder’s American Government (Prentice Hall); 2009 | Yes                              | 0%                                                  |

| Subject                                           | Textbooks and Instructional Materials/<br>Year of Adoption                                                                                                                                                                                                                                                                                                                                                                                           | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------|
| <b>Foreign Language</b>                           | Spanish: TPRS Instructional Materials (Blaine Ray Workshops); 2007<br>French: Bien Dit! (Holt-McDougal); 2009<br>ASL: A Basic Course in ASL (TJ Publishers/Harris Communication) 1999<br>Signing Naturally (DawnSign Press); 1999<br>ASL: Green Book Series (The Green Book); 2000<br>Chinese: Integrated Chinese (Cheng & Tsuzi Co.); 2014                                                                                                          | Yes                              | 0%                                                  |
| <b>Health</b>                                     | Lifetime Health (Houghton-Mifflin) © 2009                                                                                                                                                                                                                                                                                                                                                                                                            | 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)<br>Music: Essential Elements for Choirs (Glencoe/McGraw Hill); Guitar Method Books (Mel Bay); The Enjoyment of Music (Peoples Publishing); Music! Its Role & Importance in Our Lives (Glencoe/McGraw Hill); Sight Singing (Masterworks Press); Exercises for Ensemble Drill(JW Pepper Music Co); Artistry of Fundamentals-Band) | Yes                              | 0%                                                  |
| <b>Science Laboratory Equipment (grades 9-12)</b> | All district science labs are fully equipped to teach students the standards-aligned science curricula.                                                                                                                                                                                                                                                                                                                                              |                                  | 0%                                                  |

### School Facility Conditions and Planned Improvements (Most Recent Year)

Shasta High School has an outstanding facility to support teaching and learning. We have 73 classrooms, two computer labs and 37 mobile carts, a library, cafeteria, weight room, cardio room, swimming pool, a small theater, physical training room, two business computer labs, 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, we are currently in the process of adding 12 new classrooms which includes 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 machines can be used as needed. 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. To aid in the maintenance and up keep we have added a day time 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 completed the replacement of the lights in the gym to LED lights, we have also added 4 new basketball backboards bringing the total in the large gym to 10. The Gym floor was repainted and refinished in 2018. A second softball field was added in 2012 and a batting cage facility for softball was completed in 2012. With the passage of a local bond in the fall of 2016, we are now able to and in the process of planning the construction of 12 additional classrooms which will replace our aging portables. New classrooms that better meet the needs of our science department and CTE department will be incorporated into the new classroom construction plan. Completion of this project is projected to be in the fall of 2019.

**School Facility Good Repair Status (Most Recent Year)**

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

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

| School Facility Good Repair Status (Most Recent Year)<br>Year and month of the most recent FIT report: 07-20-17 |               |                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| System Inspected                                                                                                | Repair Status | Repair Needed and Action Taken or Planned                                                                                               |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                                                               | Good          | Boilers coming to end of life                                                                                                           |
| <b>Interior:</b> Interior Surfaces                                                                              | Good          | Music building walls and floors were redone, interior painting has begun and is in progress.                                            |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation                                                | Good          |                                                                                                                                         |
| <b>Electrical:</b> Electrical                                                                                   | Good          | Upgrade existing power feeds and sub panels. Wiring and new panels for the new buildings has been nearly completed.                     |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                                                          | Good          | Replaced some existing bubblers with chilled water and bottle fillers, we continue to expand in this area as funding becomes available. |
| <b>Safety:</b> Fire Safety, Hazardous Materials                                                                 | Good          |                                                                                                                                         |
| <b>Structural:</b> Structural Damage, Roofs                                                                     | Good          |                                                                                                                                         |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences                                         | Good          | Chain link fencing repair, parking lot and tennis court resurfacing.                                                                    |

**Overall Facility Rating (Most Recent Year)**

| Year and month of the most recent FIT report: 07-20-17 |      |
|--------------------------------------------------------|------|
| Overall Rating                                         | Good |
|                                                        |      |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject                                               | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |         |          |         |         |         |
|-------------------------------------------------------|-------------------------------------------------------------------------------------|---------|----------|---------|---------|---------|
|                                                       | School                                                                              |         | District |         | State   |         |
|                                                       | 2016-17                                                                             | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 64.0                                                                                | 72.0    | 68.0     | 63.0    | 48.0    | 50.0    |
| Mathematics<br>(grades 3-8 and 11)                    | 45.0                                                                                | 41.0    | 49.0     | 46.0    | 37.0    | 38.0    |

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

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 309              | 302           | 97.73          | 72.09                   |
| Male                                | 152              | 150           | 98.68          | 70.67                   |
| Female                              | 157              | 152           | 96.82          | 73.51                   |
| Black or African American           | --               | --            | --             | --                      |
| American Indian or Alaska Native    | 11               | 11            | 100.00         | 72.73                   |
| Asian                               | 21               | 21            | 100.00         | 76.19                   |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 38               | 38            | 100.00         | 63.16                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 219              | 213           | 97.26          | 75.00                   |
| Two or More Races                   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged     | 104              | 102           | 98.08          | 59.80                   |
| English Learners                    | --               | --            | --             | --                      |
| Students with Disabilities          | 23               | 23            | 100.00         | 21.74                   |

Note: 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.

Note: 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 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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 309              | 302           | 97.73          | 40.73                   |
| Male                                | 152              | 150           | 98.68          | 43.33                   |
| Female                              | 157              | 152           | 96.82          | 38.16                   |
| Black or African American           | --               | --            | --             | --                      |
| American Indian or Alaska Native    | 11               | 11            | 100            | 18.18                   |
| Asian                               | 21               | 21            | 100            | 42.86                   |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 38               | 38            | 100            | 42.11                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 219              | 213           | 97.26          | 41.78                   |
| Two or More Races                   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged     | 104              | 102           | 98.08          | 23.53                   |
| English Learners                    | --               | --            | --             | --                      |
| Students with Disabilities          | 23               | 23            | 100            | 13.04                   |

Note: 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.

Note: 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 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 Test Results in Science for All Students  
Grades Five, Eight, and Ten**

| Subject                       | Percentage of Students Meeting or Exceeding the State Standard |         |          |         |         |         |
|-------------------------------|----------------------------------------------------------------|---------|----------|---------|---------|---------|
|                               | School                                                         |         | District |         | State   |         |
|                               | 2016-17                                                        | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A                                                            | N/A     | N/A      | N/A     | N/A     | N/A     |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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



## Career Technical Education Programs (School Year 2017-18)

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 all students have the opportunity to attend either on our campus, the District Farm, one of our sister school (Enterprise and Foothill High Schools). 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 Honors Medical Biology, Honors Medical Chemistry, Anatomy/Physiology, Medical 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 a 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. Additional CTE courses are available to our student at other district schools, these courses include Fire Tech, Administration of Justice, Careers with Children, Culinary, Building Trades, Veterinary and Agriculture. 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 2017-18)

| Measure                                                                                                  | CTE Program Participation |
|----------------------------------------------------------------------------------------------------------|---------------------------|
| Number of pupils participating in CTE                                                                    | 777                       |
| % of pupils completing a CTE program and earning a high school diploma                                   | 66.4                      |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 42.1                      |

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

| UC/CSU Course Measure                                                     | Percent |
|---------------------------------------------------------------------------|---------|
| 2017-18 Pupils Enrolled in Courses Required for UC/CSU Admission          | 96.0    |
| 2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission | 48.8    |

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|-----------------------------------------------|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 9           | 11.8                                          | 27.3                  | 47.7                 |

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 State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2018-19)

There are many opportunities for parents to be involved:

SITE Council – contact Leopoldo Perez, 241-4161

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

Athletic Boosters – contact Heath Bunton, 241-4161

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

Parent Student Faculty Club – contact Shane Kikut, 241-4161 This organization provides an opportunity of 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 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 State priority: Pupil Engagement (Priority 5):

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

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

| Indicator       | School  |         |         | District |         |         | State   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2014-15 | 2015-16 | 2016-17 | 2014-15  | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate    | 1.1     | 0.0     | 1.2     | 5.2      | 2.7     | 3.6     | 10.7    | 9.7     | 9.1     |
| Graduation Rate | 98.6    | 100.0   | 97.1    | 92.4     | 94.9    | 90.2    | 82.3    | 83.8    | 82.7    |

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

| Group                            | Graduating Class of 2017 |          |       |
|----------------------------------|--------------------------|----------|-------|
|                                  | School                   | District | State |
| All Students                     | 94.9                     | 90.5     | 88.7  |
| Black or African American        | 87.5                     | 87.0     | 82.2  |
| American Indian or Alaska Native | 100.0                    | 85.4     | 82.8  |
| Asian                            | 88.9                     | 84.8     | 94.9  |
| Filipino                         | 100.0                    | 92.9     | 93.5  |
| Hispanic or Latino               | 92.9                     | 87.9     | 86.5  |
| Native Hawaiian/Pacific Islander | 0.0                      | 100.0    | 88.6  |
| White                            | 96.5                     | 92.1     | 92.1  |
| Two or More Races                | 100.0                    | 92.2     | 91.2  |
| Socioeconomically Disadvantaged  | 100.0                    | 91.4     | 88.6  |
| English Learners                 | 0.0                      | 40.0     | 56.7  |
| Students with Disabilities       | 100.0                    | 70.9     | 67.1  |
| Foster Youth                     | 100.0                    | 66.7     | 74.1  |

**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**

| Rate        | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2015-16 | 2016-17 | 2017-18 | 2015-16  | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 3.7     | 4.2     | 4.2     | 4.8      | 5.2     | 5.1     | 3.7     | 3.7     | 3.5     |
| Expulsions  | 0.4     | 0.2     | 0.1     | 0.4      | 0.2     | 0.1     | 0.1     | 0.1     | 0.1     |

**School Safety Plan (School Year 2018-19)**

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 window blinds and or tinting in all of our portable classrooms and we have interior locking mechanisms on all of our classroom doors. Plan was reviewed and updated in January 2018. Review with faculty is ongoing.

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

| Subject        | 2015-16         |                      |       |     | 2016-17         |                      |       |     | 2017-18         |                      |       |     |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|                | 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        | 23.0            | 28                   | 15    | 20  | 24.0            | 19                   | 28    | 12  | 25.0            | 20                   | 22    | 15  |
| Mathematics    | 21.0            | 30                   | 22    | 13  | 20.0            | 32                   | 23    | 15  | 23.0            | 22                   | 23    | 13  |
| Science        | 25.0            | 9                    | 17    | 8   | 22.0            | 20                   | 16    | 6   | 24.0            | 13                   | 17    | 8   |
| Social Science | 24.0            | 18                   | 21    | 13  | 23.0            | 24                   | 19    | 11  | 25.0            | 15                   | 21    | 19  |

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 2017-18)**

| Title                                               | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|-----------------------------------------------------|----------------------------------|---------------------------------------------------|
| Academic Counselor                                  | 4                                | 373                                               |
| Counselor (Social/Behavioral or Career Development) | 1                                | N/A                                               |
| Library Media Teacher (Librarian)                   | 0                                | N/A                                               |
| Library Media Services Staff (Paraprofessional)     | 1                                | N/A                                               |
| Psychologist                                        | 1                                | N/A                                               |
| Social Worker                                       | 0                                | N/A                                               |
| Nurse                                               | .33                              | N/A                                               |
| Speech/Language/Hearing Specialist                  | 1                                | N/A                                               |
| Resource Specialist (non-teaching)                  | 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 2016-17)**

| Level                                        | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|----------------------------------------------|------------------------|--------------------------|---------------------|------------------------|
|                                              | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | 7279                   | 1435                     | 5845                | 68404                  |
| District                                     | N/A                    | N/A                      | 6591                | \$73,015               |
| Percent Difference: School Site and District | N/A                    | N/A                      | -11.3               | -1.7                   |
| State                                        | N/A                    | N/A                      | \$7,125             | \$85,815               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | -44.1               | -13.5                  |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

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 and student success academy for parents. Categorical funding provides for an extensive Advanced Placement and Honors Program. We offer after school a tutoring for students who need additional academic support, Anytime school for students that are credit deficient and adult education classes for seniors. Tutoring in math is available during lunch time.

SHS is transitioning from targeted assistance to a School Wide Program. The needs assessment is ongoing as we strive to adapt and adjust the everchanging needs of our students. 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, is also solicited and used to develop both needs and program evaluation. SHS has a Title 1 information night for parents. These meeting are held at the school and in at least one off campus location that may be more convenient for parents to attend.

ELL students are placed with teachers that are CLAD certified. Support services for our ELL students includes 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.

#### Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category                                      | District Amount | State Average for Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary                      | \$44,914        | \$50,747                                     |
| Mid-Range Teacher Salary                      | \$69,266        | \$86,127                                     |
| Highest Teacher Salary                        | \$92,280        | \$106,915                                    |
| Average Principal Salary (Elementary)         | \$0             |                                              |
| Average Principal Salary (Middle)             | \$0             | \$136,636                                    |
| Average Principal Salary (High)               | \$124,700       | \$150,286                                    |
| Superintendent Salary                         | \$165,867       | \$238,058                                    |
| Percent of Budget for Teacher Salaries        | 31.0            | 34.0                                         |
| Percent of Budget for Administrative Salaries | 5.0             | 5.0                                          |

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

#### Advanced Placement (AP) Courses (School Year 2017-18)

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         | 1                             | N/A                               |
| English                  | 6                             | N/A                               |
| Fine and Performing Arts | 2                             | N/A                               |
| Foreign Language         | 2                             | N/A                               |
| Mathematics              | 4                             | N/A                               |
| Science                  | 2                             | N/A                               |
| Social Science           | 16                            | N/A                               |
| All courses              | 33                            | 26.6                              |

Cells with N/A values do not require data.

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

#### Professional Development (Most Recent Three Years)

The professional development is guided by the District, the 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. We are in year four of educator effectiveness funding, which was used in part to support the beginning teacher ATE program.

We utilize an instructional coach that works with teachers on our areas of focus which includes, literacy, differentiated instruction, professional development and general teacher coaching.