

SHASTA UNION HIGH SCHOOL DISTRICT



STATE OF THE DISTRICT REPORT

2007/08



SHASTA UNION HIGH SCHOOL DISTRICT

Board of Trustees



Top Row:

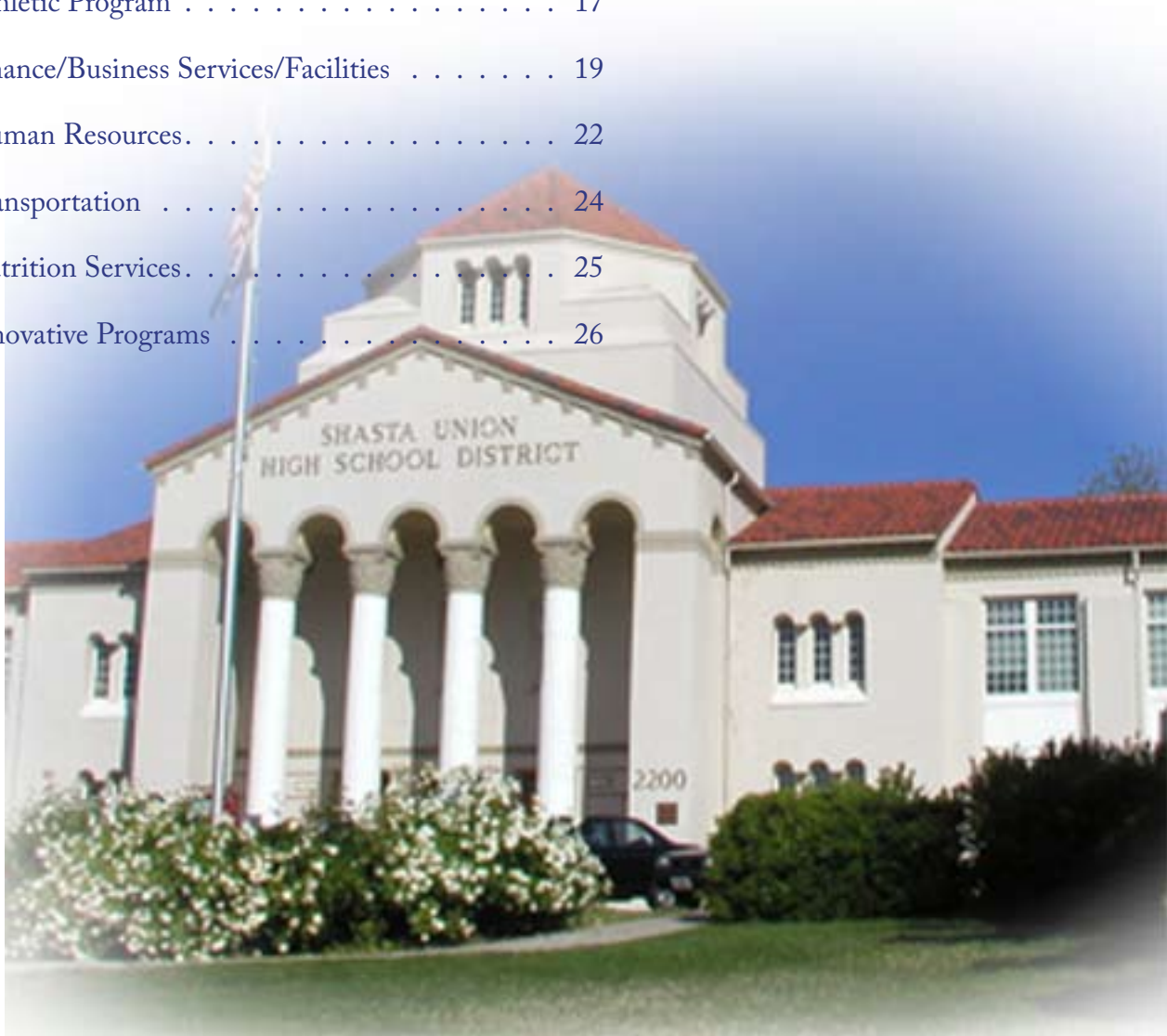
Bev Stupek-President, Kristen Schreder-President Elect, Constance Pepple-Trustee

Bottom Row:

Jim Schwerdt-Clerk, Charles Haase-Trustee

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A Word with Our Superintendent

Closing of one chapter... opening of another

The Shasta Union High School District has had a tradition of excellence since 1899. Our District has worked through changing demographics, stressful economic conditions, fluctuations in enrollment, facilities renovation, and the ever-increasing expectations being placed on our students and we have consistently performed among the strongest districts in northern California. The state of the District is outstanding and I am honored to have been chosen to lead the Shasta Union High School District into a new era following the retirement of Mr. Mike Stuart, District Superintendent of the past ten years.

The Shasta Union High School District

has much to be proud of, beginning with a supportive and visionary Board of Trustees. The leadership team in the District is evolving, as some long time administrators, including Mr. Stuart and Associate Superintendent for Curriculum and Instruction Randy Brix, retire after many years of service. However, the Board continues to provide oversight and guidance to ensure we offer the highest quality programs to our students. Our Board and our staff are the finest collection of people I have ever worked with. The personnel at all levels in the Shasta Union High School District are dedicated professionals who work hard to ensure student success.

The programs in the Shasta Union High School District are based on the “four As”: Academics, Activities, Athletics, and the Arts.

Academics

Academically, we are very proud of the consistent gains we have shown over the last 10 years. Looking at the trend data over that period, our District has consistently lead other area high schools on all measures. As the data included in this report shows, our high schools are the highest in the region on several measures including California High School Exit Exam passing rates and Academic Performance Index (API) scores. We offer our student a complete Advanced Placement (AP) program at all of our comprehensive high schools, in addition to many intervention programs for students who are still developing the skills necessary for success at the high school level. Our programs are designed



around the students and built with the flexibility needed in today's education era.

Activities

Research regarding student success shows a clear, positive correlation between student achievement and involvement. Students who are involved in activities at school are more successful at school. It's that simple. Understanding this relationship is the foundation from which we build outstanding clubs, student government programs, and service groups for our students. From the Associate Student Body (ASB), to the Science Teams, to the Future Farmers of America (FFA), to the Key Clubs, our students are involved in a variety of opportunities beyond the classroom that provide for learning in an entirely different way. These students are learning what it takes to be a productive citizen in our community.

Athletics

Our athletic teams consistently perform at the highest levels, both locally and regionally. We offer a full complement of interscholastic athletics, and our facilities are the finest in the north state. All schools in our District have two full size gymnasiums, complete tennis courts, all weather tracks, and all weather synthetic turf fields. The vast majority of our coaches are also teachers or staff members. We have very few "walk on" coaches, which means our coaches understand the importance of athletics in education and work with that balance everyday. Nearly 50% of the student body at each school is involved in some sort of athletic team. We follow the tenets set forth by the California

Interscholastic Federation (CIF) and have been long standing proponents of the "Pursuing Victory with Honor" ideals adopted by the CIF.

Arts

The arts are alive and well in the Shasta Union High School District. All of our schools have complete band, choir, and drama programs. As with activities and athletics, research supports our belief that the arts are a critical component of a quality school system. We back up that belief by requiring all of our students to take at least one fine arts course as a requirement for graduation. Our students perform and compete at all levels: locally, regionally, and even nationally in some cases. The parent dedication to these programs at all of our schools is outstanding. Whether it be organizing a fund raiser, volunteering to help with a performance, or chaperoning a trip, the parents of students in these programs help us "take it to another level" like few schools in our area can. With literally hundreds of students involved in these programs, we continue to create well-rounded graduates.

Moving forward...

While we are in outstanding shape currently, there is of course, always more work to be done. We will continue to be dedicated and innovative as we look toward a future in which we need to prepare students to compete in the global economy. We need to be diligent in our effort to create graduates with multiple opportunities for success. As the saying goes, "a rising tide carries all boats", so we intend to continue our growth as a district in all aspects of student life and make sure we prepare all of our students for success in life beyond high school.

—*Jim Cloney, Superintendent*

— Board Goals & Objectives —

- *Increased Student Literacy - Content Area/Reading Comprehension/Critical Thinking*
- *Improved Student Achievement - Teacher Accountability & Communication*
- *Proactive and Preventive Counseling Program*
- *Articulation Enhancement*
- *Heightened Parental Involvement*
- *Fully Implement and Refine the District Wellness Policy*
- *Campus/District Culture/Climate/Environment*



Kristen Schreder
President-Elect



Bev Stupek
President



Jim Schwerdt
Clerk



Charles Haase
Trustee



Constance Pepple
Trustee



Jim Cloney
Superintendent

Mission & Vision

Our Mission

The mission of the Shasta Union High School District is to provide courses of study that challenge all students and encourage them to reach their social, physical and academic potential. Instruction will prepare students for a global society by focusing on career goals and incorporating appropriate technologies. The District will provide a safe environment that stresses tolerance towards diverse cultures, beliefs and lifestyles. Character education and civic responsibility will also be an important part of the curriculum.

Our Vision

The vision of the Shasta Union High School District is to provide a safe environment for students to master, within their individual abilities, these minimum competencies:

- Read with understanding and appreciation*
- Write in a way that clearly communicates their thoughts*
- Compute and solve mathematical problems*
- Understand the biological and physical worlds*
- Interpret historical events and understand political processes*
- Understand and appreciate the fine and practical arts*
- Participate in physical development, health and wellness activities*
- Find, evaluate and use information*
- Utilize current technology to function as computer literate citizens in the global community*

Schools & Facilities

District Office

2200 Eureka Way, Suite B, Redding, CA 96001
(530) 241-3261 Fax (530) 225-8499

Jim Cloney, Superintendent

Kyle Turner, Associate Supt, Instructional Services
Dana Reginato, Associate Supt, Human Resources
Art Schmitt, Chief Business Official

Tim Calkins, Director of Special Education
Mike Vincelli, Director of Technology
Fred Schafer, Director of Food services
Jack Leclair, Director of Maintenance & Ops

Enterprise High School

3411 Churn Creek Road, Redding, CA 96002
(530) 222-6601 • Fax 222-5138
Eric Peterson, Principal

Shasta High School

2500 Eureka Way, Redding, CA 96001
(530) 241-4161 • Fax 241-9571
Milan Woollard, Principal

Freedom Community Day School

928 W. Cypress Avenue, Redding, CA 96001
(530) 245-2660 • Fax 245-2661
Guy Malain, Alternative Education Principal

Shasta Adult School

590 Mary Street, Redding, CA 96001
(530) 245-2626 • Fax 245-2682
Guy Malain, Alternative Education Principal

SUHSD Farm

4651 Eastside Road, Redding, CA 96001
(530) 246-7030 • Fax 246-3306
Noah Corp, Coordinator

Redding School of the Arts

2200 Eureka Way, Redding CA 96001
(530) 247-6933 • Fax 245-2633
Margaret Johnson, Principal
Jean Hatch, Director of Student Services

University Preparatory School

2200 Eureka Way, Redding, CA 96001
(530) 245-2790 • Fax 245-2791
Erin Stuart, Superintendent/Principal

Foothill High School

9733 Deschutes Road, Palo Cedro, CA 96073
(530) 547-1700 • Fax 245-2700
Jim Bartow, Principal

Pioneer Continuation High School

2650 Eighth Street, Redding, CA 96001
(530) 243-1880 • Fax 243-0753
Elsbeth Prigmore, Principal

North State Independence High School

590 Mary Street, Redding, CA 96001
(530) 245-2760 • Fax 245-2761
Guy Malain, Alternative Education Principal

Plus High Schools

Enterprise: (530) 245-2714
Foothill: (530) 245-2715
Shasta: (530) 245-2716
Elsbeth Prigmore, Principal

SUHSD Transportation

3675 Eighth Street, Redding, CA 96001
(530) 241-0416 • Fax 225-8470
Tom Carroll, Director

Shasta Secondary Home School

1401 Gold Street, Redding, CA 96001
(530) 245-2600 • Fax 245-2611
Lynn Peebles, Director

School Missions

Enterprise

Enterprise High School provides a well-rounded educational experience in an encouraging environment that offers rigorous, relevant academics and a variety of extra-curricular activities that result in a skilled, critical thinker who contributes honorably and productively to the ever-changing world.



Foothill

Foothill High School prides itself on taking ownership of its campus while producing future community leaders who display the highest levels of character. This is in large part due to the dedication of its staff and upperclassmen who understand the importance of preparing students for their futures after high school. With high impact clubs such as Link Crew, Key Club and our Associated Student Body, Foothill High School's focus is connecting all of



its students to the campus so they become an integral part of the school. Students graduating from FHS will be goal oriented, lifelong learners and contributors to Palo Cedro and its surrounding communities.



Shasta

Shasta High School was the first established high school in Shasta County. We currently serve 1,600 students in grades nine through twelve. We have an established tradition of academic excellence confirmed by student test scores on STAR, Advanced Placement California High School Exit Exam, ACT and SAT tests. Shasta High has been recognized twice as a California Distinguished school and was named for the 4th year in a row by Newsweek Magazine as one of the top high schools in the nation. 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 demonstrating positive communication skills, academic excellence, and world citizenship.



Pioneer

The Goals for the students at Pioneer High School include:

Enrolling them in classes which will assist them in recovering lost credits from previous semesters

Analyze obstacles which get in the way of their learning and get the necessary assistance

Develop an Individual Graduation and Beyond Plan to assist with life plans beyond high school

The staff is committed to the belief that all students can succeed.



Freedom

It is our belief that all students can learn and behave. In order to act from that belief we will provide Freedom students a supportive, structured, and disciplined environment, both academically and socially. The outcomes of this support, structure, and discipline for our students include academic success, earned credit toward graduation, participation in creative and engaging curriculum, and the acquisition of positive social skills. As a result of these outcomes our students will gain a more positive view of school and, most importantly, themselves.

North State Independence

We support the mission of SUHSD and add that it is our goal to assist every student in achieving a high school diploma through individualized instruction designed for each individual's learning style and circumstance. We support the vision of SUHSD and add that each child shall have an Individualized Graduation Plan that will assist them in achieving powerful learning as measured by standards based success. Students will be educated, mentored, nurtured and supported to become productive, participating citizens in a changing global society.



Shasta Adult School

At Shasta Adult School, students gain

the advantage of experiencing a personalized learning environment that caters to their independent nature. We are an adult school that offers individualized instruction to students at all levels of academic achievement from basic competency to high school equivalent courses.



District Farm

The agriculture program at the SUHSD Farm offers students hands-on learning opportunities in Ag Mechanics and Ag Science. The farm includes a modern shop, classrooms, greenhouse, lab and livestock facilities for cows and swine, as well as 45 acres of pasture and crop land. Student leadership opportunities are available through the FFA organization. Some courses are articulated with Shasta College and meet UC A-G requirements.



Charter Schools

Redding School of the Arts

The mission of Redding School of the Arts is to provide those students (K-8) who have an interest in visual or performing arts with skills for the 21st century – the ability to read, write, speak and calculate with clarity and precision, and participate in the life of the community. It seeks to accomplish its goal of high academic and behavioral standards through a student centered, thematic approach, multi-cultural environment with emphasis on the arts. This charter school will enable students to become literate, self-motivated and life long learners who appreciate, enjoy and respect the visual and performing arts.



Shasta Secondary Home School

“Shasta Secondary Home School, grades 6-12, honors and serves the family’s choice to personalize learning according to their children’s strengths.”

Students achieve their goals using a multitude of methods including community resources.

Parents support their child’s learning, as they remain the essential force in affecting values, attitudes, and beliefs.

Teachers are facilitators of discovery, mentoring and serving families regarding home-based classes, community-centered education, distance learning, and traditional school models where appropriate.



University Preparatory School

University Preparatory School is a small, grades 6-12, college preparatory school committed to university level preparation in fine arts, literature, languages, history, mathematics, science, and philosophy. Working together, University Preparatory School staff, parents and community will offer students learning experiences needed to achieve their leadership and academic potential, to become creative thinkers, compassionate human beings, and ethical participants in a multi-cultural, democratic society. Students will be immersed in rigorous academics, and meaningful extra-curricular activities, and supported by a close-knit community of teacher/advisors, which will enable them to choose any course of post-secondary education.



Student

The focus of a

The Shasta Union High School District requires a rigorous course of study that enables students to achieve academically, experience fine arts (music, drama or art), select from several electives such as foreign language, take a year of practical art (vocational education classes) and complete the community service requirement. Our graduation requirements are:

COURSE REQUIREMENTS:

English:	4 years (40 credits)
Mathematics:	3 years (30 credits)
(Two advanced courses are required for graduation)	
Science:	2 years lab (20 credits)
Social Science:	4 years (40 credits)
Physical Education:	2 years (20 credits)
Practical/ Vocational Arts:	1 year (10 credits)
Visual/ Performing Arts:	1 year (10 credits)

ELECTIVES: 60 credits

TOTAL CREDITS REQUIRED: 230 credits

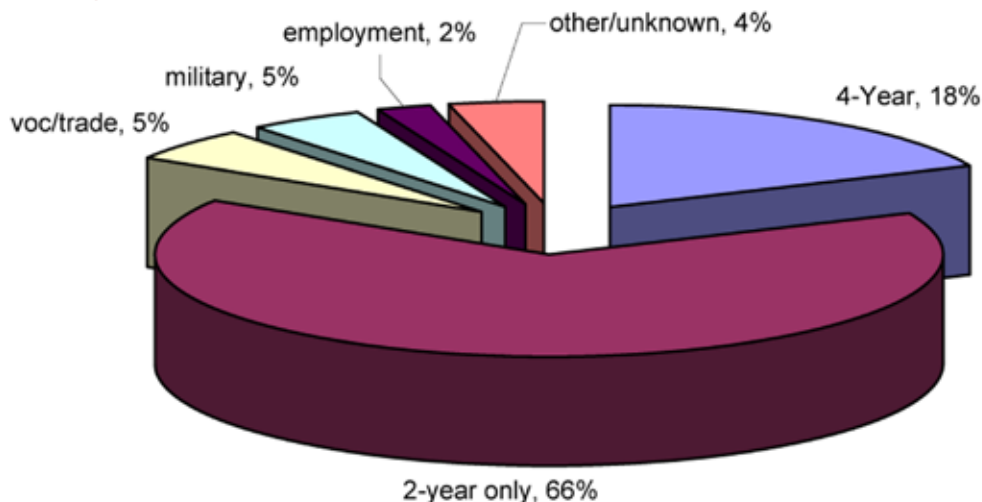
ATTENDANCE REQUIREMENT: Six periods per day through senior year

PERFORMANCE REQUIREMENTS:
(skills satisfied in other classes)

Health: Satisfied by completing Personal Growth and Freshman P.E.

Computer Proficiency: Pass competency test or pass class that meets Computer Proficiency requirement.

Post High School Plans



Success valued Education.

Assessments

SAT

ACT

College Entrance Exams: Math & English

College Attendance Rates

Advanced Placement (AP) Enrollment

Advanced Placement Test Results

Semester Finals

Teacher Benchmark Tests

Semester Grade Analysis of the Student Body

Attendance/Discipline Rates & Analysis

Dropout Rates

Percentage of Students Completing University of California A-G Requirements

California High School Exit Exam

Academic Performance Index (API)

ACT Explore

California Content Standards Tests (Math, Science, Social Studies & Language Arts)

SUHSD End of Course Exams

Gates McGinnitie Reading Comprehension Test

NCLB Test Analysis

Percentage of Students on Sports Teams

Percentage of Students in Music/Drama

Percentage of Students in Clubs/Community Service

Percentage of Students in Work Experience

Percentage of Students in Career/Technical Education Programs

Percentage of Students that Move out of the "At Risk of Not Graduating" Profile

Percentage of Students in Physical Education

Percentage of Parents that Attend Love & Logic Parent Training

Percentage of Parents that are involved in Parent Groups

Advanced Placement Exam Info

Exam	Nat'l Avg (2008)	Total Enrolled (district-wide)	EHS Pass/# Tested	FHS Pass/# Tested	SHS Pass/# Tested
Biology	49%	52	7/19=37%		29/32=91%
Calculus AB	61%	84	13/14=93%	8/12=67%	24/34=71%
Calculus BC	79%		1/1=100%	3/4=75%	1/2=50%
Chemistry	55%	32			4/6=67%
Chinese Lang & Culture	99%				1/1=100%
Econ: Macro	55%	64	1/1=100%		23/33=70%
Econ: Micro	64%	31	6/10=60%	6/10=60%	1/1=100%
English Lang & Comp	58%	243	20/34=59%	27/45=60%	47/52=90%
English Lit & Comp	61%	243	19/13=69%	18/28=64%	27/32=84%
European History	56%	80			46/64=72%
French Language	55%	8			2/8=25%
Govt & Politics: Comp.	62%				0/1=0%
Govt & Politics: U.S.	50%	77	5/8=63%	7/14=50%	36/42=86%
Physics B	59%	56	10/12=83%	3/9=33%	16/17=94%
Physics C: Mechanics	71%				
Psychology	68%	37			24/27=89%
Spanish Language	75%	23	1/2=50%	3/4=75%	4/8=50%
Spanish Literature	62%	6		4/4=100%	1/1=100%
Statistics	58%	87	2/5=40%	9/13=69%	26/41=63%
Studio Art: Drawing	66%	3	1/2=50%		
Studio Art: 2-D	69%	23		2/5=0%	0/2=0%
U.S. History	48%	107	6/15=40%	9/43=21%	37/44=84%
World History	48%	92	18/36=50%	13/31=42%	

Summary of CAHSEE Test Results 2007

Test Administration *English Language Arts*

Class of 2010			
	ELA Total	Passed	% Passing
EHS	311	261	84%
FHS	357	340	95%
SHS	433	396	91%
PHS	9	4	44%
NSIHS	44	34	77%
U-Prep	91	90	99%
SSHS	54	42	78%

Test Administration *Mathematics*

Class of 2010			
	Math Total	Passed	% Passing
EHS	315	269	85%
FHS	358	333	93%
SHS	432	377	87%
PHS	8	5	63%
NSIHS	44	35	80%
U-Prep	92	91	99%
SSHS	52	43	83%

API SCORES

High Schools

School	Score	School	Score
Foothill	817	Chico	734
Shasta	795	Paradise	731
Pleasant Valley	790	Anderson	718
West Valley	754	Las Plumas	716
Central Valley	753	Oroville	701
Enterprise	751	Corning	699
Lassen	744	Red Bluff	n/a

SUHSD Charter Schools

School	Score
U-Prep	872
SSHS	733
RSA	831

Elementary /K-8

School	Score
Grant	891
Millville	862
N. Cow Ceek	859
Boulder Creek	858
N. Cottonwood	836
Shasta Meadows	835
Lassen View	834

Year	School		
	Enterprise	Foothill	Shasta
1999 Growth	676	654	688
2000 Growth	674	701	707
2001 Growth	659	721	741
2002 Growth	683	746	735
2003 Growth	708	738	752
2004 Growth	719	735	745
2005 Growth	743	728	756
2006 Growth	746	757	776
2007 Growth	738	794	792
2008 Growth	751	817	795

STAR Comparison 2008

Mean Scale Score of State Content Standards Tests

School	ELA 9th	ELA 10th	ELA 11th	Algebra I	Geometry	Algebra II	US History	World History	Earth Science	Biology	Chemistry	Physics
Enterprise	359	347	336	316	314	315	335	331	338	342	338	N.S
Foothill	374	370	371	347	320	328	364	340	364	360	364	386
Shasta	372	360	368	339	327	319	364	356	354	359	364	N.S
U-Prep	403	387	395	352	337	319	380	377	N.S.	373	370	342
SSHS	368	358	341	295	305	291	322	320	346	346	366	N.S.
Anderson	350	324	323	306	317	306	332	324	338	342	338	N.S.
And. New Tech	378	367	377	318	345	339	340	341	347	366	343	N.S.
Central Valley	362	344	337	301	298	306	334	331	343	345	340	N.S.
Chico	357	346	348	328	333	311	338	331	300	372	331	379
Las Plumas	343	334	338	285	330	322	339	342	333	352	356	N.S.
Oroville	347	332	324	292	322	299	321	314	341	362	334	345
Paradise	353	341	338	298	344	328	344	326	315	356	355	342
Pleasant Valley	363	357	352	326	337	334	360	357	338	369	371	N.S.
West Valley	357	347	336	327	380	328	346	334	348	354	335	N.S.

Programs

Advanced Placement Program

When students are in Advanced Placement they are in the company of the highest achieving academic students in the State and Nation. Advanced Placement classes are college level courses that enable students to earn college or university credit by passing an end-of-the-year exam in that course. These are very rigorous and more demanding than other college prep classes.

The Shasta Union High School District offers a variety of Advanced Placement courses and our students have a higher passing rate on the exam than the national average. We have many students graduate from our schools with college or university credit in several courses.

The District also provides pre-advanced placement courses for freshmen and sophomores. The District offers Advanced Placement courses that prepare students for the following AP Exams:

- | | |
|----------------------------------|----------------------------|
| U.S. History | French Language |
| Studio Art – Drawing | Spanish Language |
| Studio Art – 2-D Design | U.S. Government & Politics |
| Biology | Calculus AB |
| Chemistry | Calculus BC |
| Macro-Economics | Music Theory |
| Micro-Economics | Physics B |
| English Language & Composition | Physics C: Mechanics |
| English Literature & Composition | Psychology |
| European History | Statistics |
| | World History |



Music Program

The Shasta Union High School District music programs are considered among the most outstanding in the State of California. Our students and the performing groups from Enterprise, Foothill and Shasta High Schools consistently win the highest ratings at music competitions. The residents of Redding enjoy major performances during the year from each school such as the Enterprise Victorian Dinner, Enterprise Starship Variety Hour, Foothill Club Cougar and the Shasta Madrigal Dinner Musical. Each year approximately 20% of the District's student body enrolls in a music class.

Enterprise High

23% of the student body is currently enrolled in a music class

Band I & II
 Jazz Ensemble
 Piano I
 A Cappella Choir
 Mixed Choir
 Pop/Jazz Choir
 Enterprise Starship
 Vocal Jazz
 Percussion Ensemble

Foothill High

15% of the student body is currently enrolled in a music class

Band I & II
 Guitar I
 Jazz Ensemble
 Hi Voice Ensemble
 A Cappella Choir
 Ensemble Orchestra
 Piano I
 Music Appreciation
 Pop/Jazz Choir

Shasta High

16% of the student body is currently enrolled in a music class

Band I & II
 A Cappella Choir
 Madrigal Choir
 Music Appreciation
 Orchestra
 Jazz Ensemble
 Hi Voice Ensemble
 Low Voice Ensemble
 Choraliers

Arts and Drama Program

Students taking art or drama in the Shasta Union High School District are able to receive instruction from some of the finest teachers in the North State. District students produce exemplary artwork and drama productions are greatly appreciated by the Redding community.

Enterprise High

Art I, II, III & IV
 Advanced Placement Studio Art
 Arts & Culture
 Computer Art & Design
 Drama I, II, III & IV

Foothill High

Art I, II & III
 Advanced Placement Studio Art
 Drama I, II & III

Pioneer High

Art I
 Silk Screening

Shasta High

Art I, II & III
 Advanced Placement Studio Art
 Humanities
 American Art
 Ceramics I & II
 Drama I

Career Technical Education

Ag Mechanics

Ag Mechanics I, II, III & IV

Ag Science

Intro to Ag Physical Science/Physical & Earth

Integrated Ag Biology

Plant/Soil Science

Animal Science

Ag Business & Economics

ROP Animal & Veterinary Careers

Business Management Finance & Accounting

Computer Applications

Intro to Accounting

Intro to Marketing

Intro to Business

ROP Professional Office Management

ROP Banking & Financial Occupations

ROP Accounting

E-Commerce/Personal Finance

Business Law

Small Business Administration

ROP Marketing

Accounting II

Information Technology

Computer Applications I & II

Intro to Internet/Digital Imaging

Publishing on the Web

Computer Science A

Multimedia Design & Production

ROP Telecommunications & Broadcasting

ROP Web Publishing

Information Technology (continued)

Computer Science AB

ROP Web Design/Macromedia

E-Commerce/Personal Finance

Residential & Commercial Construction

Intro to Construction

Intermediate Construction

The Art of Fine Woodworking

Advanced Construction

ROP Intro to Building Trades

ROP Advanced Building Trades

Food Service & Hospitality

Intro to Family & Consumer Science (FACS) Careers

Food and Nutrition

Culinary Arts 1 & 2

ROP Restaurant Practices

Senior Family & Consumer (FAC) Science

Mastery Certificate awarded at 40 units

Architecture & Structural Engineering

Computer Aided Drafting I, II, III & IV

Intro to Technology

Principles of Technology

Engineering, Design & Product Development

The Art of Architecture

ROP Computer Aided Drafting

Child Development

Intro to Family & Consumer Science (FACS) Careers

Child Development

ROP Careers with Children

Intro to Teaching (Teacher Cadet)

Senior Family & Consumer Science (FACS)

Certificate upon completion of 30 units



Regional Occupational Program

Administration of Justice / CSI

Advanced Administration of Justice

Animal & Veterinary Careers

Automotive Technology / ASE

Banking/Financial Occupations

Culinary Arts

Business Management / Marketing

Building Trades

Careers with Children

CISCO

Computer Technology I & II

Computer Aided Drafting

Cosmetology

Cosmetology: Manicuring

Firefighter Training / Public Safety

Marketing

Medical Careers

Certified Nursing Assistant

Patient Care Technician

Dental Assistant

Professional Office Management

Restaurant Practices/Food Service Occupations

Telecommunications & Broadcasting

Web Publishing

Web Design with Macromedia

Athletic Program

The Shasta Union High School District offers one of the best overall athletic programs in the State of California. There are athletic teams for boys and girls in 11 different sports. Our athletes compete at the highest level in the north state and our District teams are recognized as among the best in California. District football, volleyball, boys basketball and girls basketball teams are frequently ranked as one of the top ten teams in California. In the past five years the Shasta High School boys and girls basketball teams and the Enterprise High School boys basketball team have played for the State championship. Each year several District athletes receive athletic scholarships to various universities and colleges. Total number of students participating in Athletics: Enterprise HS - 541; Foothill HS - 559; Shasta HS - 493. (Grand Total - 1,593)

Boys' Sports

- Baseball
- Basketball
- Cross Country
- Football
- Golf
- Soccer
- Skiing/Snowboarding
- Swimming
- Tennis
- Track
- Wrestling

Girls' Sports

- Basketball
- Cross Country
- Golf
- Skiing/Snowboarding
- Soccer
- Softball
- Swimming
- Tennis
- Track
- Volleyball
- Cheerleading (*Open to boys & girls*)





The Shasta Union High School District believes that athletic competition has tremendous value for student/athletes. The District believes the athletic program should be an activity that has life-long effects and that the impact of sports should enhance the character and ethics of students, parents, coaches and the community. That is why the District has adopted a framework of principles and common language that is used to shape the athletic program.

The Six Pillars of Character

(Applies to athletes, coaches and fans.)

trustworthiness

Always pursue victory with honor. Demonstrate and demand scrupulous integrity. Observe and enforce the spirit and letter of rules.

respect

Treat the traditions of the sport and other participants with respect. Don't engage in or tolerate disrespectful conduct including verbal abuse of opponents and officials, profane or belligerent "trash talking," taunting or unseemly celebrations.

responsibility

Be a positive role model on and off the field. Further the mental, social and moral development of athletes and teach life skills that enhance personal success and social responsibility.

fairness

Adhere to high standards of fair play. Never take unfair advantage.

citizenship

Assure that the academic, emotional, physical and moral well-being of athletes is always placed above desires and pressures to win.

caring

Avoid gamesmanship and promote sportsmanship by honoring the rules and goals of the sport. Establish codes of conduct for coaches, athletes, parents and spectators.

The T.E.A.M. approach to character development of student/athletes:

Teach children that their character counts – Tell them that people of character know the difference between right and wrong because they guide their thoughts and actions by six basic rules of living (the "Six Pillars of Character"): trustworthiness, respect, responsibility, fairness, caring and good citizenship.

Enforce. Instill the "Six Pillars of Character" by rewarding good behavior and by discouraging all instances of bad behavior by imposing fair, consistent consequences that prove you are serious about character.

Advocate. Continuously encourage children to live up to the "Six Pillars of Character." Be an advocate for character.

Model. Be careful and self-conscious about setting a good example in everything you say and do. You may be a good model now, but remember, you don't have to be sick to get better. Everything you do, and don't do, sends a message about your values.

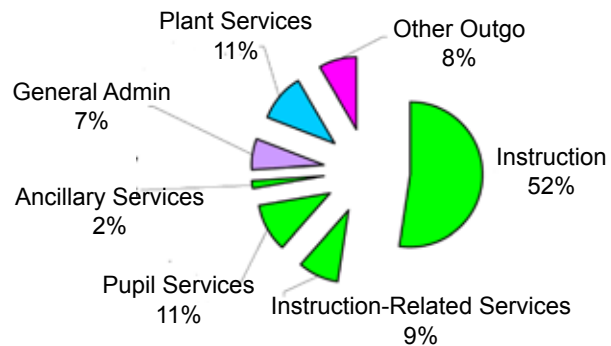
Business Services

Some of the District's customers say, "Where does the District spend our tax dollars? The money doesn't get to the kids."

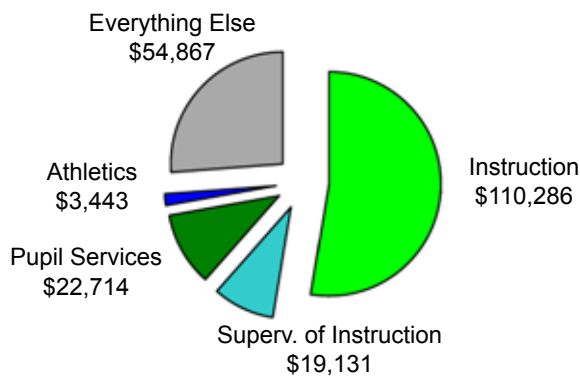
The facts:

- 75% of the District's Budget Serves Students Directly
- 25% Brings Students and Teachers Together in a Productive Environment
- The Typical Class will Cost \$210,441 in 2008-09
- District Operating Expenses in the 2008-09 Budget: \$48,822,330
- Students: 5,104
- Number of Classrooms: 232

Where the Money Goes



Directly to Students \$155,575

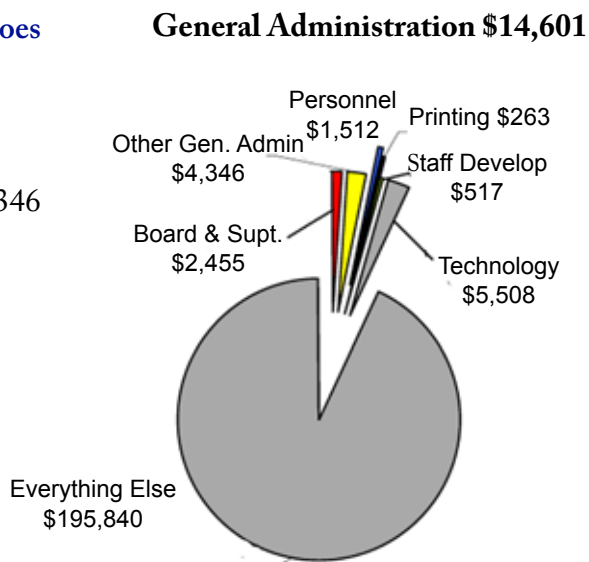


Of the \$210,441 going to the average classroom, \$155,575 goes directly to students.

- Instruction – \$110,286
Includes: Regular & Special Ed. Teachers, Aides, Textbooks & Supplies
- Supervision – \$19,131
Includes: Instruction & Curriculum Supr, Library & Tech, Staff Development, Libraries, Technology, School Admin.
- Athletics - \$3,443
- Pupil Services - \$22,714
Includes: Counselors, Psychologists, Nurses, Speech, Attendance, Testing, Transportation

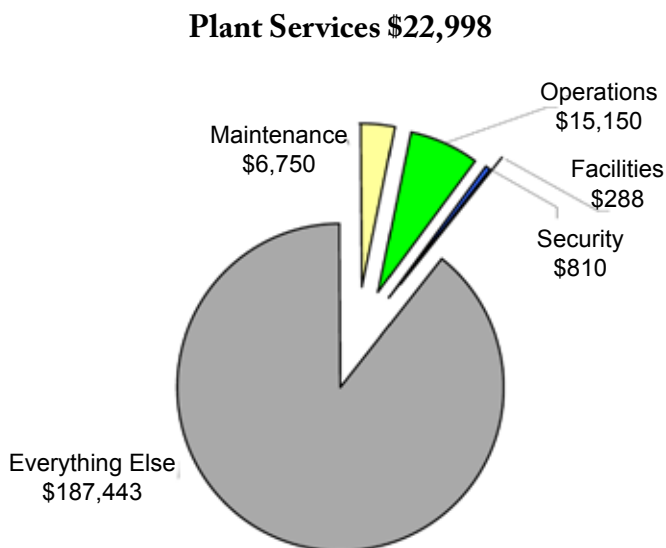
Of the \$210,441 going to the average classroom, \$14,601 goes to General Administration

- Board & Superintendent Offices - \$2,455
- Business Office & Other District Level Activities - \$4,346
- Non-Instructional Technology - \$5,508
- Personnel - \$1,512
- Staff Development - \$517
- Printing - \$263



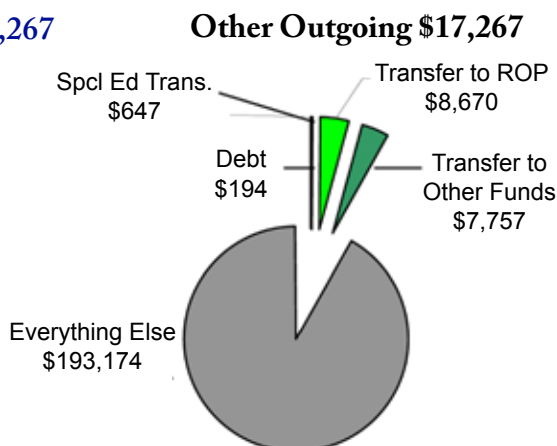
Of the \$210,441 going to the average classroom, \$22,998 goes to Plant Services

- Maintenance - \$6,750
 - Maintenance Workers
 - Routine Repairs
 - Clerical Support
- Operations - \$15,150
 - Custodians
 - Clerical Support
 - Utilities
- Security - \$810
- Facilities - \$288

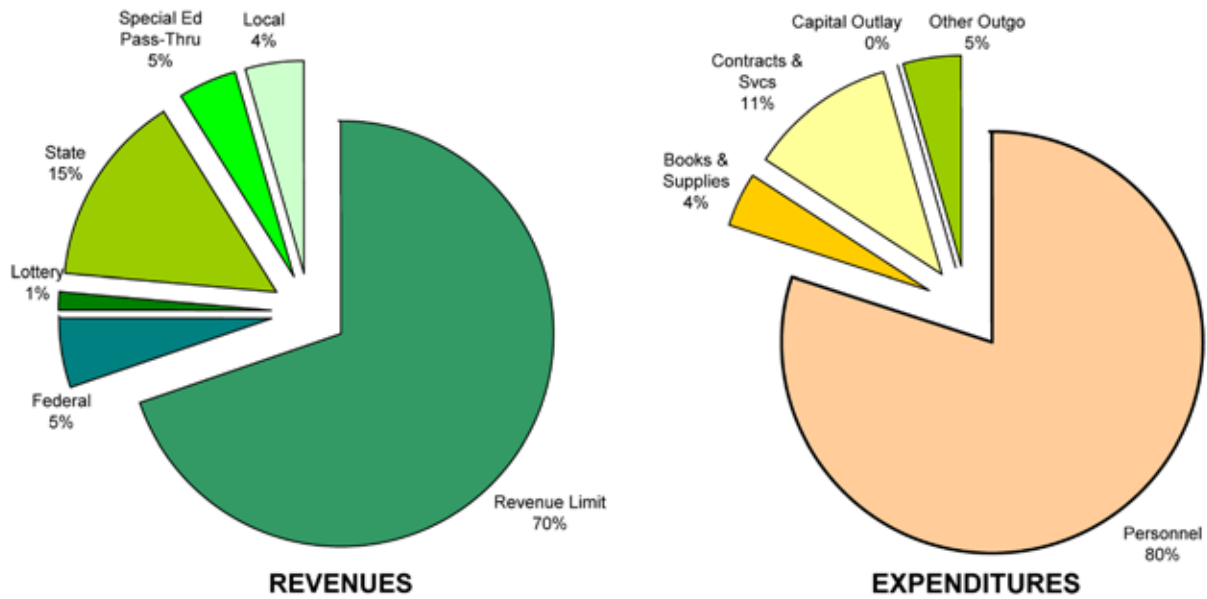


Of the \$210,441 going to the average classroom, \$17,267 goes to Other Outgo

- Pass-Thru of ROP Revenue - \$8,670
- Debt Repayments - \$194
- County Special Ed Transportation - \$647
- Transfers to Other Funds - \$7,757

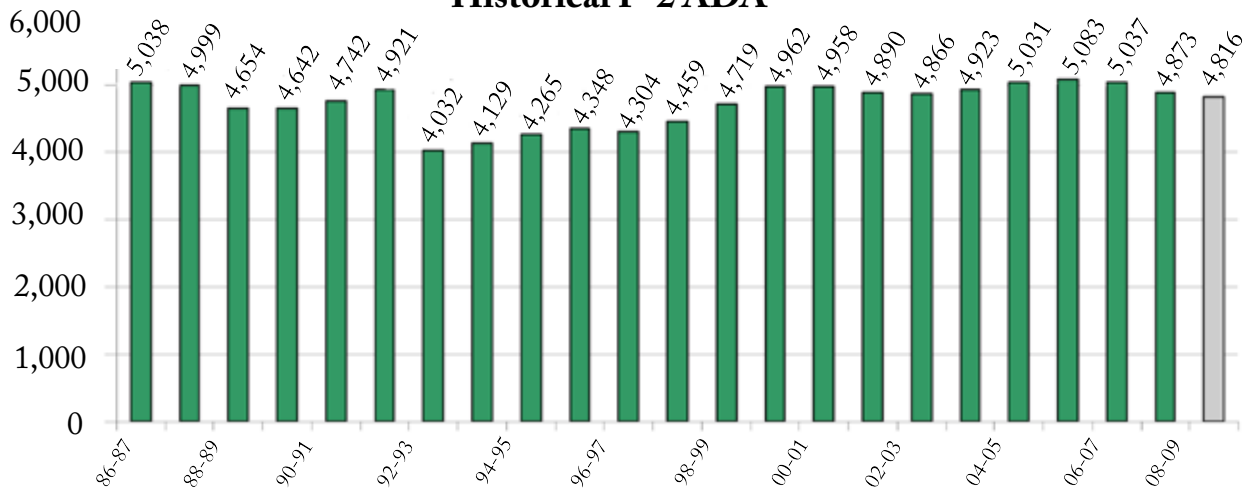


2007/08 Comparison of Revenues and Expenditures



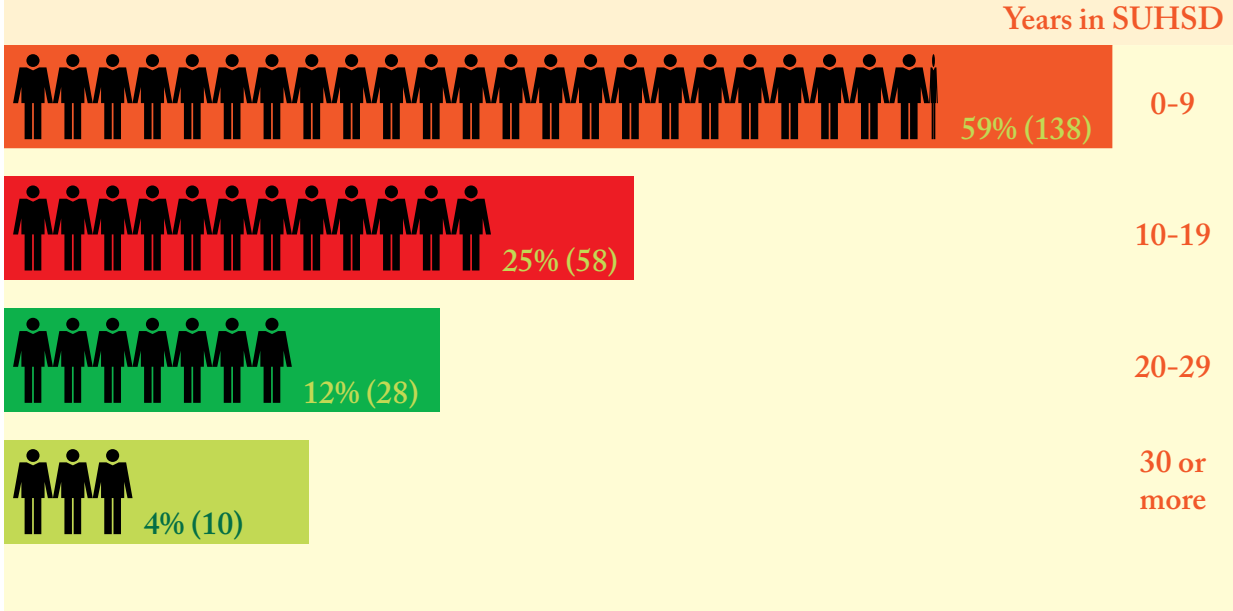
Average Daily Attendance

Shasta Union High School District Historical P-2 ADA



Human

Teacher Seniority (August 2008)



No Child Left Behind (NCLB) compliance pertains to the following core academic subjects: English, Math, Science, Government, Economics, History, Geography, Arts and Foreign Language.

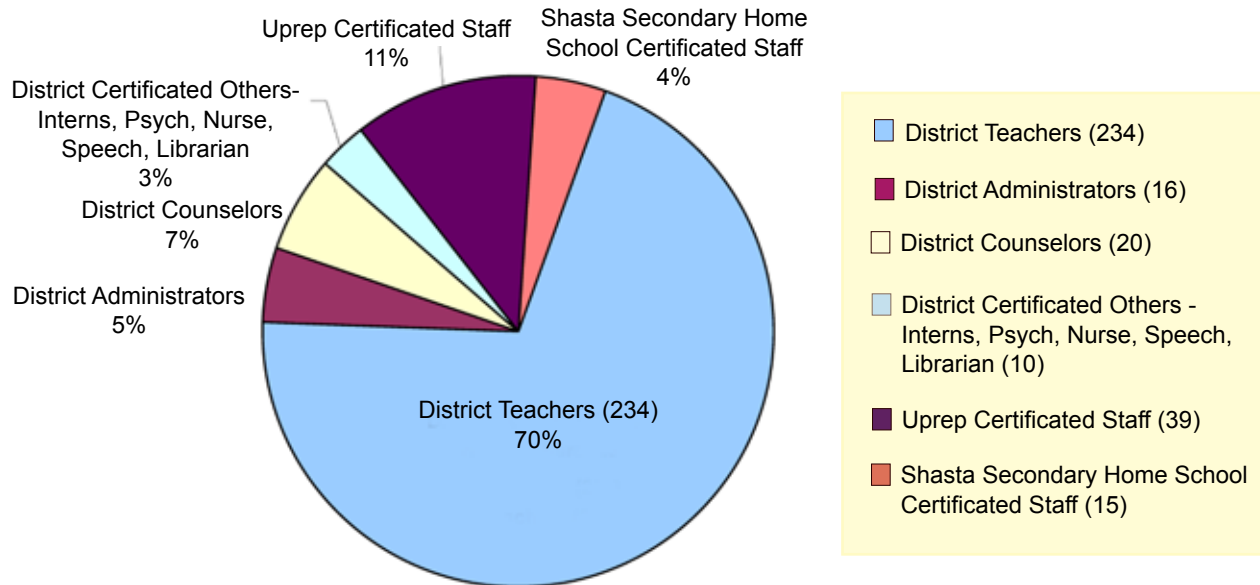


NCLB Teacher Compliance (As of the end of 2007/08 School Year)

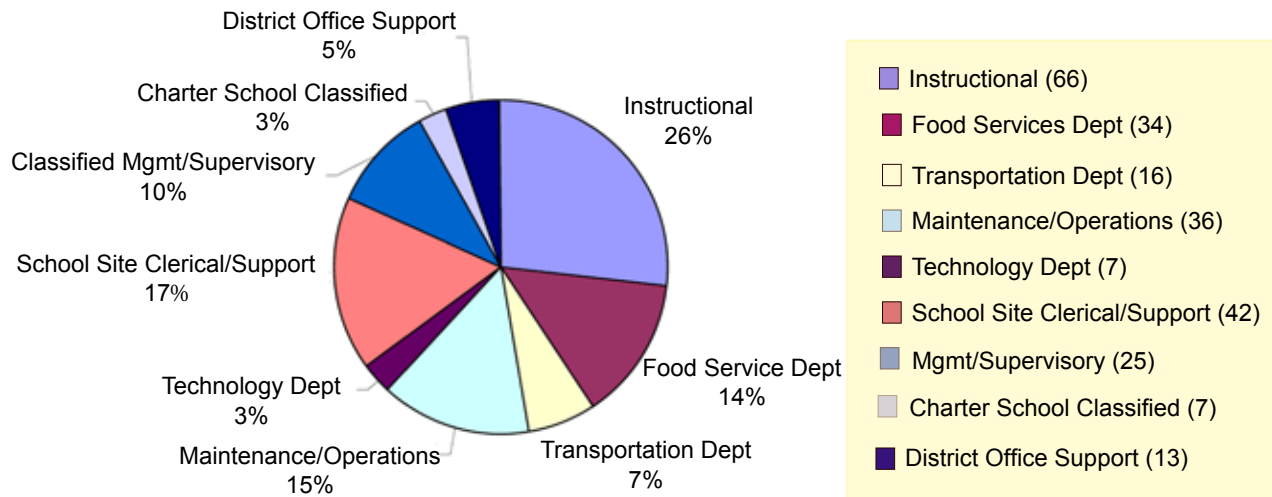
School Site	Number of Compliant Teachers	Number of Teachers Not Yet Compliant
Enterprise	50	2
Foothill	58	1
Shasta	60	1
Pioneer	10	0
NSIHS	13	0
Freedom	3	1
Totals	194	5
Percentage	97%	3%

Resources

Certificated Staff (334) - August 2008



Classified Staff (246) - August 2008



Transportation

SUHSD has applied for and received over \$1,000,000 in grant funding from the California Energy Commission to purchase alternative fuel school buses. Forty-seven percent (47%) of our home-to-school routes are driven by school buses that run on compressed natural gas. Thirty six percent (36%) of our ROP routes are driven by school buses that run on compressed natural gas.

Transportation Stats

Number of bus drivers:	14
Number of mechanics:	2.75 FTE
Secretary:	1
Director:	1
District size:	1,891 square miles
Number of students registered to ride:	1,400
Number of available passenger seats:	1,064
Number of buses transporting students:	
EHS:	1
FHS:	11
SHS:	8
U-Prep:	1
Number of daily home-to-school routes	22
Number of daily ROP routes:	22
Annual budget:	\$1.7 million
Annual bus miles:	329,000

Nutrition

The Shasta Union High School District Department of Nutrition Services continues to advance in the areas of quality and variety of nutritious food choices for students, creative “entrepreneurship” in the goal of financial success and in the professional development of management and staff. As such, SUHSD’s Nutrition Services Department is recognized as one of the leading districts in Northern California. As we enter the 2008/2009 school year, a few of the items we are already accomplishing are:

Producing and serving an average of 150 pizzas per day. These pizzas are less than 30% calories from fat and are very popular with students and staff.

We are on track to nearly double the number of reimbursable meals served in 2008/2009 and significantly reducing the number of a la carte foods sold. This means that more students are getting balanced meals, getting a higher profit return on dollars received and also increasing our allotment of commodity foods for next year, which considerably reduces overall food and labor costs.

Each point of sale district wide is now open to all students, regardless of financial status. The reason this is so is that each point of sale features a keypad which students enter their ID # on. For example, a student who previously could only receive lunch inside can now also go to a snack bar window, etc, and receive a complete lunch. This helps reduce any stigma because of income and encourages more students to take advantage of a complete and well balanced lunch.

We are entering the second year of our



“e-office” central lunch application system. This has allowed us to more effectively and expeditiously process all District lunch applications (Includes Chrysalis Charter School). What this means for the students and the District is that those eligible to receive free or reduced lunches are determined faster, and the District’s finances benefit as a result.

Conclusion: The SUHSD Nutrition Services Department faces both significant challenges and opportunities in 2008/2009. Rising food and labor costs, tighter nutrition controls and increasing competition are some of them. However, with the implementation of our new “Super Value Meal Deal” lunch and breakfast menus and the expansion of points of sale increasing availability of reimbursable meals to all students and the surge of growth in participation we have seen in the first few weeks of school, we anticipate one of the most successful years the Nutrition Services Department has ever seen.

Innovative

AERIES SOFTWARE

This software allows for the following capabilities:

- Teachers' roll and grade books are online
- Attendance is taken on the computer and automatically sent to the attendance office
- Grades and class assignments are posted on the teachers AERIES site
- Parents are given a pass code so they can access their own students grades, attendance and homework assignments.



AUTOMATED DIALING SYSTEM

This program allows for the following:

- The school can send messages to all homes at the same time to announce upcoming events, school schedule reminders, information about any emergency events at school and general information the Principal wants the parents to have.
- Notification to parents that their student was absent and a reminder to clear the absence with the attendance office.

EDUCATIONAL TECHNOLOGY

The District is constantly upgrading its educational technology in the classrooms with the following:

- All classrooms have internet connections and computers
- There are computer labs at each school that have all of the computers wired to the Internet. Teachers can take their entire class for a period to do research or other work or send students individually to do work, such as prepare power point presentations or other documents.
- Classrooms are equipped with overhead LCD projectors so that teachers can show information from their computer on the screen or access the Internet and show that on the screen.

Programs

SCHOOL FARM

The District has a school farm in south Redding. Students are bussed to this location daily for two hours of agriculture classes. The facility has a welding and wood shop, ag science rooms, cattle, horses and pigs. The District has a strong FFA Program at both the school farm and Foothill High.



DISTRICT LEADERSHIP ACADEMY

The District believes that students are best served by strong adult leadership. A District Leadership Academy builds leadership capacity within the District by having teachers, secretaries, custodians and maintenance personnel attend



modules of six hours each on Leadership, School Finance, Curriculum and Human Resources. This course is unique among school districts in the State and the District is very proud of the outcome that results in better service to students.



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