Board of Trustees
Andrea Hoheisel
Luke Wilson
Mike Bridges
Ron Zufall
Joe Ayer

Superintendent
Owen Crosby, Ed.D.

Shasta Union High School District
Board of Trustees Regular Meeting

Board Room
Shasta Union High School District
2200 Eureka Way Suite B, Redding, CA 96001
November 10, 2026
5:30 p.m. – Call to Order
5:30 p.m. – Closed Session
6:30 p.m. – Open Session

Mission:
To inspire and prepare every student to succeed in high school and beyond.
Our Board and staff are committed to excellent education through academics, Career Technical Education, the arts, athletics and activities. Our students gain the confidence and skills to adapt in their ever-changing world. Together with our families, we develop responsible members of the community.
Vision:
Educating Every Student for Success

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact Board Secretary Owen Crosby at (530) 241-3261 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 2200 Eureka Way Suite B, Redding, CA during normal business hours.

Agenda

1. CALL PUBLIC SESSION TO ORDER
2. ROLL CALL
3. PUBLIC COMMENT – CLOSED SESSION

   The public may comment on any closed session item that will be heard. The Board may limit comments to no more than three minutes pursuant to Board policy.
4. CLOSED SESSION
   - 4.1 Public Employee Discipline/Dismissal/Release/Complaint (G.C. 54957)
   - 4.2 Conference with Labor Negotiator (G.C. 54957.6) Agency designated representatives: Owen Crosby – Superintendent, David Flores – Associate Superintendent of Business Services, Jason Rubin – Associate Superintendent of H.R. and Leo Perez - Associate Superintendent of Instructional Services. Employee Organizations: Shasta Secondary Education Association (SSEA), Educational Support Professionals Association (ESP), California School Employees Association (CSEA) and Management/Supervisory/ Confidential/Contracted.
5. RECONVENE IN OPEN SESSION – OPENING BUSINESS
   - 5.1 Pledge of Allegiance
   - 5.2 Mission and Vision Statements

6. PUBLIC COMMENT

   The public may comment on any specific agenda item or any item of interest to the public that is within the Board's jurisdiction. The Board may limit comments to no more than three minutes pursuant to Board policy. The maximum time allowed for each agenda item shall be 20 minutes. The Board President may further limit the speaking time allowed in order to facilitate the progress of the meeting.

7. RECOGNITION OF STAFF AND/OR STUDENTS

8. APPROVAL OF AGENDA

9. APPROVAL OF CONSENT AGENDA

   Items listed under the Consent Agenda are considered to be routine and are acted on by the Board of Trustees in one motion. There is no discussion of these items before the Board vote unless a member of the Board, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all Consent Items. Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

   9.1 Business Services

      A. Ratify Commercial Warrants and Payroll Distributions for October 2026

      B. Accept Quarterly Report of Investments

      C. Approve a request to declare property as surplus (CTE Medical - 2 training tables, Food Service - warmer and proofer)

      D. Update signature cards with Tri Counties Bank

      E. Approve designee for the Northern California Schools Insurance Group

      F. Approve designee and alternate for the Shasta Trinity Schools Insurance Group Joint Powers Authority

      G. Review Monthly Financial Report

   9.2 Instructional Services

      A. Approve School Plans for Student Achievement

      B. Approve a request to declare property as surplus (IT – computers and peripherals)

   9.3 Human Resources

      A. Approve Human Resources Action Report

10. REPORTS

   10.1 Employee Associations

      A. Shasta Secondary Education Association – Andrea Cota, President

      B. Educational Support Professionals Association – Rhonda Minch, President

      C. California School Employees Association – Chuck Jucker, President

   10.2 Principals

      A. Enterprise High School – Ryan Johnson

      B. Shasta High School – Heath Bunton

      C. Foothill High School – Kevin Greene

      D. Pioneer Continuation High School – Shane Kikut

   10.3 Superintendent

   10.4 Board Members

11. BUSINESS

11.1 Administration

A. The Board will conduct the first reading of draft mandated and draft optional Board Policies and Administrative Regulations, as provided by CSBA and recommended by Administration *(Discussion/Action)*

B. The Board will conduct the first reading of Administrative Regulation 6163.2 Animals at School *(Discussion/Action)*

C. The Board will conduct the first reading of Board Policy 5116.1 Intradistrict Open Enrollment *(Discussion/Action)*

D. Approve to set the regular Board meeting of December 15, 2026 as the Annual Organizational Meeting of the Board of Trustees *(Action)*

E. Approve minutes from the October 13, 2026 regular Board meeting *(Action)*

F. Approve minutes from the October 20, 2026 special Board meeting *(Action)*

G. Excuse Trustee Hoheisel's absence from the October 13, 2026 regular Board meeting *(Action)*

H. Excuse Trustee Bridges's absence from the October 13, 2026 regular Board meeting *(Action)*

I. Excuse Trustee Hoheisel's absence from the October 20, 2026 special Board meeting *(Action)*

11.2 Business

A. Approve Foothill High School Crab Feed and Auction *(Action)*

11.3 Instructional Services

A. Approve curriculum proposals, as follows: Entrepreneurship and Animation *(Action)*

B. Approve the CTE Facilities Program Grant Application *(Action)*

11.4 Human Resources

A. Approve Management Human Resources Action Report *(Action)*

12. ADVANCE PLANNING

12.1 Next Meeting Date: December 15, 2026

12.2 Suggested Future Agenda Items

13. ADJOURNMENT

13.1 The Board may adjourn to closed session to continue discussion on topics listed from the 5:30 p.m. session.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Commercial Warrants and Payroll Distributions

PREPARER: David Flores
Associate Superintendent of Business Services

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
Provided under separate cover are the monthly warrant registers for both commercial warrants and payroll distributions.

REFERENCES:
Education Code Section 42632 and 42633

SHASTA UNION HIGH SCHOOL DISTRICT

Governing Board Commercial Warrant Approval

for the period 10/01/26 - 10/31/26

Subfund Totals - Accounts Payable		
01	General Fund	3,047,436.78
02	Farm Fund	0.00
05	Student Body Fund	0.00
07	Shasta Charter Academy	68,229.84
08	University Preparatory	167,295.58
11	Adult Education Fund	2,091.09
12	Child Development Fund	0.00
13	Cafeteria/Food Service Fund	67,559.56
14	Deferred Maintenance Fund	0.00
15	Pupil Transportation Eqmt Fund	0.00
16	Foundation Private Purpose Fund	0.00
21	Capital Building Bond Fund	180,097.05
25	Capital Facilities Fund	4,477.52
35	County School Facilities	0.00
56	Debt Service Fund	0.00
76	Warrant Passthrough	0.00
	Total	**$3,537,187.42**

Payroll Warrants	
Salary	4,700,967.72
Supplemental	150,835.19
Manual Payroll	4,257.41
Voids	0.00
Total	**$4,856,060.32**

Total Accounts Payable	3,537,187.42
Total Payroll	4,856,060.32
GRAND TOTAL	**$8,393,247.74**

Approved for Payment - SHASTA UNION HIGH SCHOOL DISTRICT

Date _____ **Signed:** _____

Date _____ **Signed:** _____

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Quarterly Investment Report

PREPARER: David Flores
Associate Superintendent of Business

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
Although school districts are no longer required to prepare a quarterly investment report and present it to the governing board, current district policy calls for the report as it is good business practice. The attached report comes from the Shasta County Pooled Investments for the period ending August 31, 2026.

REFERENCES:
Government Code Section 53646

SHASTA COUNTY POOLED INVESTMENT **08/31/26**

August 31, 2026

PURCHASE DATE	SECURITY TYPE	PAR AMOUNT	COST AMOUNT	% OF TOTAL	DISC	PREM	ACCRUED INTEREST		MATURITY	CUSIP	MOODY'S RATING	INT/DISC RATE	YIELD	BROKER	DAYS TO MAT	DAYS*COST	MARKET VALUE	UNREALIZED GAIN/LOSS	AVERAGE MATURITY	US BANK VS. TREAS
	Local Agency Investment Fund (max 75,000)	35,000,000.00	35,000,000.00	**4.34%**					9/1/2026		not rated	3.92	3.92	LAIF	1	35,000,000.00		N/A	0.00	
	Sweep	11,222,015.84	11,222,015.84								not rated			Bank of America		0.00		N/A	0.00	
	LIR Treasury Fund - Mutual Fund (5.00%max)	15,000,000.00	15,000,000.00	**1.86%**					9/1/2026		not rated	3.58	3.58	UBS	1	15,000,000.00		N/A	0.00	
04/10/23	US Treasury Note	10,000,000.00	9,344,531.25		(655,468.75)		0.00	9,344,531.25	09/30/26	912828YG9	NA/Aaa	1.63	3.65	UBS	30	280,335,937.50	9,982,600.00	638,068.75	0.00	
12/05/24	US Treasury Note	10,000,000.00	9,981,250.00		(18,750.00)		0.00	9,981,250.00	01/15/27	91282CJT9	NA/NA	4.00	4.09	US Bancorp	137	1,367,431,250.00	10,003,900.00	22,650.00	0.01	
12/09/24	US Treasury Note	10,000,000.00	9,471,484.40		(528,515.60)		0.00	9,471,484.40	01/31/27	912828Z78	NA/NA	1.50	4.10	Wells Fargo	153	1,449,137,113.20	9,897,500.00	426,015.60	0.02	
03/29/23	US Treasury Note	10,000,000.00	9,462,500.00		(537,500.00)		0.00	9,462,500.00	02/15/27	912828V98	NA/Aaa	2.25	3.75	UBS	168	1,589,700,000.00	9,922,500.00	460,000.00	0.02	
08/25/25	US Treasury Note	10,000,000.00	10,000,000.00			0.00	0.00	10,000,000.00	05/15/27	91282CKR1	NA/NA	4.50	3.74	Wells Fargo	257	2,570,000,000.00	10,025,200.00	25,200.00	0.03	-125,000.00
06/30/23	US Treasury Note	10,000,000.00	9,408,593.75		(591,406.25)		0.00	9,408,593.75	05/31/27	91282CET4	NA/NA	2.63	4.28	Wells Fargo	273	2,568,546,093.75	9,890,100.00	481,506.25	0.03	
12/09/22	US Treasury Note	10,000,000.00	9,778,125.00		(221,875.00)		0.00	9,778,125.00	06/30/27	91282CEW7	NA/Aaa	3.25	3.78	Wedbush	303	2,962,771,875.00	9,925,100.00	146,975.00	0.03	
10/31/23	US Treasury Note	10,000,000.00	9,290,625.00		(709,375.00)		0.00	9,290,625.00	07/31/27	91282CFB2	NA/Aaa	2.75	4.84	Wedbush	334	3,103,068,750.00	9,868,900.00	578,275.00	0.03	
04/06/26	US Treasury Note	10,000,000.00	9,993,000.00		(7,000.00)		0.00	9,993,000.00	08/15/27	91282CLG4	NA/Aa1	3.75	3.80	UBS	349	3,487,557,000.00	9,955,300.00	(37,700.00)	0.04	
01/03/23	US Treasury Note	10,000,000.00	10,000,000.00			0.00	0.00	10,000,000.00	09/30/27	91282CFM8	NA/Aaa	4.13	3.96	Wedbush	395	3,950,000,000.00	9,987,500.00	(12,500.00)	0.04	-71,875.00
05/03/23	US Treasury Note	10,000,000.00	8,854,687.50		(1,145,312.50)		0.00	8,854,687.50	01/31/28	91282CBJ9	NA/Aaa	0.75	3.38	UBS	518	4,586,728,125.00	9,517,200.00	662,512.50	0.05	
05/05/23	US Treasury Note	10,000,000.00	9,715,072.80		(284,927.20)		0.00	9,715,072.80	02/15/28	9128283W8	NA/Aaa	2.75	3.40	UBS	533	5,178,133,802.40	9,782,400.00	67,327.20	0.05	
10/06/23	US Treasury Note	10,000,000.00	8,619,921.88		(1,380,078.12)		0.00	8,619,921.88	03/31/28	91282CBS9	NA/Aaa	1.25	4.72	Wedbush	578	4,982,314,846.64	9,535,600.00	915,678.12	0.05	
12/08/23	US Treasury Note	10,000,000.00	9,441,406.25		(558,593.75)		0.00	9,441,406.25	05/15/28	9128284N7	NA/Aaa	2.88	4.27	UBS	623	5,881,996,093.75	9,762,900.00	321,493.75	0.06	
04/19/24	US Treasury Note	10,000,000.00	8,715,625.00		(1,284,375.00)		0.00	8,715,625.00	05/31/28	91282CCE9	Na/Aaa	1.25	4.72	Wedbush	639	5,569,284,375.00	9,485,900.00	770,275.00	0.06	
10/31/25	US Treasury Note	10,000,000.00	10,000,000.00			0.00	0.00	10,000,000.00	06/15/28	91282CNH0	NA/Aa1	3.88	3.52	UBS	654	6,540,000,000.00	9,920,300.00	(79,700.00)	0.07	
12/12/25	US Treasury Note	10,000,000.00	10,000,000.00			0.00	0.00	10,000,000.00	06/15/28	91282CNH0	NA/Aa1	3.78	3.52	UBS	654	6,540,000,000.00	9,920,300.00	(79,700.00)	0.07	-171,975.00
10/11/23	US Treasury Note	10,000,000.00	8,598,437.50		(1,401,562.50)		0.00	8,598,437.50	06/30/28	91282CCH2	NA/Aaa	1.25	4.59	Wedbush	669	5,752,354,687.50	9,461,300.00	862,862.50	0.06	
12/06/23	US Treasury Note	10,000,000.00	9,460,937.50		(539,062.50)		0.00	9,460,937.50	08/15/28	9128284V9	NA/Aaa	2.88	4.15	Wedbush	715	6,764,570,312.50	9,726,200.00	265,262.50	0.07	
12/05/23	US Treasury Note	10,000,000.00	10,000,000.00			0.00	0.00	10,000,000.00	10/31/28	91282CJF9	NA/Aaa	4.88	4.11	UBS	792	7,920,000,000.00	10,103,900.00	103,900.00	0.08	-336,328.13
12/13/23	US Treasury Note	10,000,000.00	9,525,000.00		(475,000.00)		0.00	9,525,000.00	11/15/28	9128285M8	NA/NA	3.13	4.25	US Bancorp	807	7,686,675,000.00	9,740,600.00	215,600.00	0.08	
04/24/24	US Treasury Note	10,000,000.00	8,764,062.50		(1,235,937.50)		0.00	8,764,062.50	01/31/29	91282CDW8	NA/NA	1.75	4.67	US Bancorp	884	7,747,431,250.00	9,402,000.00	637,937.50	0.08	
01/31/25	US Treasury Note	10,000,000.00	9,400,781.30		(599,218.70)		0.00	9,400,781.30	05/31/29	91282CES6	NA/NA	2.75	4.28	Wells Fargo	1004	9,438,384,425.20	9,577,300.00	176,518.70	0.10	
07/31/26	US Treasury Note	10,000,000.00	9,964,809.78		(53,125.00)		17,934.78	9,964,809.78	07/15/29	91282CQZ7	NA/Aa1	4.13	4.32	UBS	1049	10,453,085,459.22	9,924,200.00	(40,609.78)	0.11	17,934.78
10/28/24	US Treasury Note	10,000,000.00	9,400,000.00		(600,000.00)		0.00	9,400,000.00	07/31/29	91282CFC0	NA/NA	2.63	4.02	US Bancorp	1065	10,011,000,000.00	9,517,200.00	117,200.00	0.10	
06/30/25	US Treasury Note	10,000,000.00	9,998,437.50		(1,562.50)			9,998,437.50	06/30/30	91282CHJ3	NA/NA	3.75	3.76	US Bancorp	1399	13,987,814,062.50	9,750,400.00	(248,037.50)	0.15	
02/25/26	US Treasury Note	10,000,000.00	10,005,749.31			5,749.31	0.00	10,005,749.31	01/31/31	91282CJX0	NA/Aa1	4.00	3.60	UBS	1614	16,149,279,386.34	9,805,100.00	(200,649.31)	0.17	-172,375.69
03/23/26	US Treasury Note	10,000,000.00	10,422,203.04			422,203.04	0.00	10,422,203.04	02/15/31	91281OFP8	NA/Aa1	5.38	3.93	UBS	1629	16,977,768,752.16	10,369,500.00	(52,703.04)	0.18	-215,296.96
*****	**Total Treasury Bill (50% limit)**	**280,000,000.00**	**267,617,241.26**	**33.16%**									**4.04**				**274,760,900.00**	**7,143,658.74**		
*****	**Total Negotiable Cert of Deposit (20% limit)**			**0.00%**																
*****	**Total Medium Term Notes (20% limit/ 3% ea)**	**0.00**	**0.00**	**0.00%**														**0.00**		
01/13/26	MUFG Bank CP	10,000,000.00	9,756,000.00		(244,000.00)			9,756,000.00	09/10/26	62479MJA2	A-1/P-1	3.66	3.75	UBS	10	97,560,000.00	9,990,700.00	234,700.00	0.00	
03/02/26	Credit Agricole CP	10,000,000.00	9,778,386.11		(221,613.89)			9,778,386.11	09/09/26	22533UK93	A-1/P-1	3.61	3.69	UBS	39	381,357,058.29	9,959,900.00	181,513.89	0.01	
03/13/26	Natixis CP	10,000,000.00	9,778,272.22		(221,727.78)			9,778,272.22	10/13/26	63873KKD8	A-1/P-1	3.73	3.81	UBS	43	420,465,705.46	9,955,700.00	177,427.78	0.01	
03/27/26	MUFG Bank CP	10,000,000.00	9,768,658.33		(231,341.67)			9,768,658.33	10/26/26	62479MKS1	A-1/P-1	3.91	4.00	UBS	56	547,044,866.48	9,941,900.00	173,241.67	0.02	
04/07/26	Natixis CP	10,000,000.00	9,770,433.33		(229,566.67)			9,770,433.33	11/06/26	63873KL62	A-1/P-1	3.88	3.97	UBS	67	654,619,033.11	9,929,100.00	158,666.67	0.02	
04/29/26	MUFG Bank CP	10,000,000.00	9,717,111.11		(282,888.89)			9,717,111.11	01/22/27	62479MNN9	A-1/P-1	3.80	3.91	UBS	144	1,399,263,999.84	9,839,900.00	122,788.89	0.05	
06/01/26	Natixis NY CP	10,000,000.00	9,736,625.00		(263,375.00)			9,736,625.00	02/01/27	63873KP19	A-1/P-1	3.87	3.87	UBS	154	1,499,440,250.00	9,824,900.00	88,275.00	0.05	
08/27/26	Credit Agricole CP	10,000,000.00	9,796,950.00		(203,050.00)			9,796,950.00	03/01/27	22533UQ14	A-1/P-1	3.93	4.03	UBS	182	1,783,044,900.00	9,789,800.00	(7,150.00)	0.06	
*****	**Total Comm Paper (20% limit)**	**80,000,000.00**	**78,102,436.10**	**9.68%**									**3.88**				**79,231,900.00**	**1,129,463.90**		
12/14/21	Federal Farm Credit (Callable)	10,000,000.00	10,000,000.00					10,000,000.00	12/14/26	3133ENHC7	AA+/Aaa	1.60	1.60	UBS	105	1,050,000,000.00	9,930,500.00	(69,500.00)	0.02	
10/08/24	Federal Farm Credit	10,000,000.00	9,915,000.00		(85,000.00)		0.00	9,915,000.00	01/07/27	3133ERWR8	AA+/Aaa	3.50	3.90	UBS	129	1,279,035,000.00	9,980,500.00	65,500.00	0.02	
01/11/22	Federal Farm Credit (Callable)	5,000,000.00	5,000,000.00					5,000,000.00	01/11/27	3133ENKG4	NA/NA	1.47	1.47	Wells Fargo	133	665,000,000.00	4,955,300.00	(44,700.00)	0.01	
01/28/26	Federal Farm Credit	10,000,000.00	10,000,000.00					10,000,000.00	01/28/27	3133EWBA7	NA/Aa1	3.50	3.50	UBS	150	1,500,000,000.00	9,976,900.00	(23,100.00)	0.02	
03/31/23	Federal Farm Credit	10,000,000.00	10,000,000.00			0.00	0.00	10,000,000.00	03/29/27	3133EPEE1	AA+/Aaa	4.00	3.97	Wedbush	210	2,100,000,000.00	9,989,600.00	(10,400.00)	0.03	-10,959.00
06/25/25	Federal Farm Credit	10,000,000.00	9,995,000.00		(5,000.00)			9,995,000.00	06/25/27	3133ETMV6	AA+/Aa1	3.75	3.78	UBS	298	2,978,510,000.00	9,966,100.00	(28,900.00)	0.05	
10/28/25	Federal Farm Credit	10,000,000.00	10,000,000.00				0.00	10,000,000.00	01/03/28	3133ETA98	Aa1/AA+	3.50	3.50	UBS	490	4,900,000,000.00	9,905,700.00	(94,300.00)	0.08	
01/26/26	Federal Farm Credit	10,000,000.00	9,956,600.00		(43,400.00)		0.00	9,956,600.00	01/14/28	3133ET7L5	AA+/Aa1	3.38	3.61	Wells Fargo	501	4,988,256,600.00	9,884,100.00	(72,500.00)	0.08	
12/08/25	Federal Farm Credit Bank	10,000,000.00	9,984,600.00		(15,400.00)		0.00	9,984,600.00	01/20/28	3111ET2W6	NA/NA	3.50	3.58	US Bancorp	507	5,062,192,200.00	9,885,700.00	(98,900.00)	0.08	
04/16/26	Federal Farm Credit	10,000,000.00	10,000,000.00					10,000,000.00	02/07/28	3133EWLX6	NA/NA	3.75	3.75	UBS	525	5,250,000,000.00	9,919,800.00	(80,200.00)	0.08	
09/05/28	Federal Farm Credit	10,000,000.00	10,000,000.00					10,000,000.00	09/05/28	3133ETVW4	AA+/Aa1	3.63	3.62	UBS	736	7,360,000,000.00	9,862,800.00	(137,200.00)	0.12	
10/13/23	Federal Farm Credit	10,000,000.00	9,904,000.00		(96,000.00)		0.00	9,904,000.00	09/22/28	3133EPWK7	AA=/Aaa	4.50	4.72	UBS	753	7,457,712,000.00	10,025,400.00	121,400.00	0.12	
04/23/24	Federal Farm Credit	10,000,000.00	9,989,953.65		(10,046.35)			9,989,953.65	10/23/28	3133ERCF6	Aaa/AA+	4.63	4.65	Alamo	784	7,832,123,661.60	10,034,900.00	44,946.35	0.12	
01/08/25	Federal Farm Credit	10,000,000.00	9,952,000.00		(48,000.00)			9,952,000.00	01/08/29	3133ERS28	AA+/Aaa	4.25	4.38	UBS	861	8,568,672,000.00	9,950,500.00	(1,500.00)	0.14	
04/21/25	Federal Farm Credit	10,000,000.00	10,000,000.00					10,000,000.00	01/12/29	3133ETEJ2	NA/NA	3.83	3.83	UBS	865	8,650,000,000.00	9,856,900.00	(143,100.00)	0.14	
10/01/24	Federal Farm Credit	10,000,000.00	10,000,000.00					10,000,000.00	10/01/29	3133ERWE7	NA/NA	3.50	3.50	UBS	1127	11,270,000,000.00	9,715,500.00	(284,500.00)	0.18	
01/08/26	Federal Farm Credit	10,000,000.00	10,000,000.00					10,000,000.00	01/07/31	3133ET7C5	NA/NA	3.70	3.70	UBS	1590	15,900,000,000.00	9,693,100.00	(306,900.00)	0.25	
03/31/26	Federal Farm Credit	10,000,000.00	9,867,000.00		(133,000.00)		0.00	9,867,000.00	02/26/31	3133EWEX4	AA+/Aa1	3.63	3.93	UBS	1640	16,181,880,000.00	9,652,400.00	(214,600.00)	0.26	
*****	**Total Federal Farm Credits (20% limit)**	**175,000,000.00**	**174,564,153.65**	**21.63%**									**3.61**				**173,185,700.00**	**(1,378,453.65)**		

SHASTA COUNTY POOLED INVESTMENT **08/31/26**

August 31, 2026

PURCHASE DATE	SECURITY TYPE	PAR AMOUNT	COST AMOUNT	% OF TOTAL	DISC	PREM	ACCRUED INTEREST		MATURITY	CUSIP	MOODY'S RATING	INT/DISC RATE	YIELD	BROKER	DAYS TO MAT	DAYS*COST	MARKET VALUE	UNREALIZED GAIN/LOSS	AVERAGE MATURITY	US BANK VS. TREAS
	Local Agency Investment Fund (max 75,000)	35,000,000.00	35,000,000.00	**4.34%**					9/1/2026		not rated	3.92	3.92	LAIF	1	35,000,000.00		N/A	0.00	
	Sweep	11,222,015.84	11,222,015.84								not rated			Bank of America		0.00		N/A	0.00	
	LIR Treasury Fund - Mutual Fund (5.00%max)	15,000,000.00	15,000,000.00	**1.86%**					9/1/2026		not rated	3.58	3.58	UBS	1	15,000,000.00		N/A	0.00	
12/26/25	Federal Home Loan Bank	10,000,000.00	9,735,866.67		(264,133.33)			9,735,866.67	10/05/26	313385J49	NA/NA	3.36	3.48	UBS	35	340,755,333.45	9,963,900.00	228,033.33	0.01	
01/06/23	Federal Home Loan Bank	10,000,000.00	10,000,000.00					10,000,000.00	06/07/27	313OAUH64	NA/NA	3.98	3.98	UBS	280	2,800,000,000.00	9,985,200.00	(14,800.00)	0.10	
03/05/26	Federal Home Loan Bank	10,000,000.00	10,096,494.44			96,494.44	0.00	10,096,494.44	03/09/29	3130AUW75	AA+/Aa1	3.88	3.52	Wells Fargo	921	9,298,871,379.24	9,874,200.00	(222,294.44)	0.32	-4,305.56
07/29/25	Federal Home Loan Bank	10,000,000.00	10,000,000.00			0.00	0.00	10,000,000.00	06/08/29	3130B1BC0	AA+/Aa1	4.63	3.90	UBS	1012	10,120,000,000.00	10,054,500.00	54,500.00	0.35	-256,700.00
10/03/25	Federal Home Loan Bank (Callable)	10,000,000.00	10,000,000.00					10,000,000.00	05/03/30	3130O7YX6	NA/NA	3.75	3.75	US Banc	1341	13,410,000,000.00	9,716,200.00	(283,800.00)	0.47	
10/20/25	Federal Home Loan Bank (Callable)	10,000,000.00	10,000,000.00					10,000,000.00	06/20/30	3130B8AT9	NA/NA	3.60	3.60	UBS	1389	13,890,000,000.00	9,749,100.00	(250,900.00)	0.48	
04/01/26	Federal Home Loan Bank	10,000,000.00	10,099,579.17			80,100.00	19,479.17	10,099,579.17	03/14/31	3130AVJY9	AA+/Aa1	4.13	3.95	Wells Fargo	1656	16,724,903,105.52	9,852,100.00	(247,479.17)	0.58	19,479.17
05/28/26	Federal Home Loan Bank (Callable)	10,000,000.00	10,000,000.00					10,000,000.00	05/28/31	313OBAU62	NA/NA	4.50	4.50	UBS	1731	17,310,000,000.00	9,925,900.00	(74,100.00)	0.60	
*****	**Total Federal Home Loans (25% limit)**	**80,000,000.00**	**79,931,940.28**	**9.90%**									3.83				**79,121,100.00**	**(810,840.28)**		
11/01/22	Federal National Mtge Note	10,000,000.00	9,117,970.00		(882,030.00)		0.00	9,117,970.00	09/24/26	3135GOQ22	AA+/Aaa	1.88	4.36	Wedbush	24	218,831,280.00	9,986,500.00	868,530.00	0.01	
06/30/23	Federal National Mtge Note	10,000,000.00	9,238,170.10		(761,829.90)		0.00	9,238,170.10	09/24/26	3135GOQ22	AA+/Aaa	1.88	4.43	Alamo	24	221,716,082.40	9,986,500.00	748,329.90	0.01	
04/11/23	Federal National Mtge Note	10,000,000.00	8,823,100.00		(1,176,900.00)		0.00	8,823,100.00	10/08/27	3135G05Y5	AA+/Aaa	0.75	3.61	Wedbush	403	3,555,709,300.00	9,624,400.00	801,300.00	0.09	
11/04/25	Federal National Mtge Note (Callable)	10,000,000.00	10,000,000.00					10,000,000.00	01/04/30	3136GC3U7	NA/NA	3.81	3.81	US Bancorp	1222	12,220,000,000.00	9,848,400.00	(151,600.00)	0.32	
12/09/25	Federal National Mtge Note (Callable)	10,000,000.00	10,000,000.00					10,000,000.00	01/04/30	3136GCA54	NA/NA	3.75	3.75	UBS	1222	12,220,000,000.00	9,811,000.00	(189,000.00)	0.32	
09/03/25	Federal National Mtge Note	10,000,000.00	9,989,400.00		(10,600.00)			9,989,400.00	06/03/30	3136GAQG7	NA/NA	4.00	4.03	UBS	1372	13,705,456,800.00	9,802,400.00	(187,000.00)	0.36	
08/12/25	Federal National Mtge Note (Callable)	10,000,000.00	9,953,600.00		(46,400.00)			9,953,600.00	08/12/30	3136GAM22	NA/NA	4.05	4.15	UBS	1442	14,353,091,200.00	9,840,000.00	(113,600.00)	0.37	
05/18/26	Federal National Mtge Note (Callable)	10,000,000.00	10,000,000.00					10,000,000.00	08/16/30	3136GDCD3	NA/NA	4.25	4.25	UBS	1446	14,460,000,000.00	9,914,100.00	(85,900.00)	0.37	
09/04/25	Federal National Mtge Note (Callable)	10,000,000.00	10,000,000.00					10,000,000.00	09/04/30	3136GAQH5	NA/NA	3.92	3.92	MBS Securities	1465	14,650,000,000.00	9,779,000.00	(221,000.00)	0.38	
04/24/26	Federal National Mtge Note (Callable)	10,000,000.00	10,000,000.00					10,000,000.00	09/24/30	3136GD6L2	NA/NA	4.09	4.09	UBS	1485	14,850,000,000.00	9,847,100.00	(152,900.00)	0.39	
08/05/26	Federal National Mtge Note (Callable)	10,000,000.00	10,000,000.00					10,000,000.00	08/04/31	3136GDN82	NA/NA	4.61	4.61	UBS	1799	17,990,000,000.00	9,920,300.00	(79,700.00)	0.47	
*****	**Total Federal National Mtge. (15% limit)**	**110,000,000.00**	**107,122,240.10**	**13.27%**									**4.09**				**108,359,700.00**	**1,237,459.90**		
12/05/24	Federal Home Loan Mtge (Callable)	10,000,000.00	9,910,000.00		(90,000.00)			9,910,000.00	06/05/29	3134HAK77	NA/NA	4.15	4.37	UBS	1009	9,999,190,000.00	9,923,100.00	13,100.00	0.56	
03/04/25	Federal Home Loan Mtge (Callable)	10,000,000.00	10,000,000.00					10,000,000.00	09/11/29	3134HBCH2	NA/NA	4.22	4.22	UBS	1107	11,070,000,000.00	9,898,300.00	(101,700.00)	0.62	
06/27/25	Federal Home Loan Mtge (Callable)	10,000,000.00	10,000,000.00					10,000,000.00	06/27/30	3134HBWY3	NA/NA	4.00	4.00	UBS	1396	13,960,000,000.00	9,862,000.00	(138,000.00)	0.78	
09/26/25	Federal Home Loan Mtge (Callable)	10,000,000.00	9,933,100.00		(66,900.00)			9,933,100.00	07/09/30	3134HBT35	NA/NA	3.63	3.77	UBS	1408	13,985,804,800.00	9,821,100.00	(112,000.00)	0.78	
04/02/26	Federal Home Loan Mtge (Callable)	10,000,000.00	9,945,000.00		(55,000.00)			9,945,000.00	04/02/31	3134HCE88	Aa1/AA+	4.25	4.37	UBS	1675	16,657,875,000.00	9,873,000.00	(72,000.00)	0.93	
*****	**Total Fed HM LN Mtge. Corp Disc Note (15%)**	**50,000,000.00**	**49,788,100.00**	**6.17%**									**4.15**				**49,377,500.00**	**(410,600.00)**		
	TOTAL	**836,222,015.84**	**818,348,127.23**	**100.00%**	**(18,515,849.35)**	**604,546.79**	**37,413.95**										**764,036,800.00**			**-1,327,401.39**

Cost of Investments	**818,348,127.23**	**758,453,512.78**	**US BANK**
Cash in Treasury	**27,250.27**	**35,000,000.00**	**LAIF**
Cash in US Bank	**107,750.93**	**11,222,015.84**	**SWEEP**
Shasta Lake LAIF	**318,722.84**	**15,000,000.00**	**LIR**
Active Deposits	**7,222,046.08**		
Adjustments			**(1,327,401.39)**
Balance in Treasury	**826,023,897.35**	**819,675,528.62**	

TOTAL DAYS*COST		**563,333,750,153.05**
TOTAL COST AMOUNT		**818,348,127.23**
WEIGHTED AVERAGE MATURITY	**DAYS**	**688.38**
WEIGHTED AVERAGE MATURITY	**YEARS**	**1.91**

11/7/25 LOAN TO CITY OF ANDERSON $1,500,000.00
DUE & PAYABLE PLUS INTEREST JANUARY, 2026

I certify that this report accurately reflects the County Treasurers investments, and is in conformance with the adopted County Investment Policy Statement.
Furthermore, I certify to the best of my knowledge, sufficient investment liquidity, and anticipated revenues are available to meet the County's budgeted expenditure requirements for the next six months.
PAR + DISC + PREM + ACC INT = COST

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Surplus Equipment

PREPARER: David Flores
Associate Superintendent of Business Services

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
The Career Technical Education (CTE) Medical program at Shasta High School would like to dispose of two (2) training tables that are broken and torn, and no longer usable. The tables are broken and repairs would exceed more than the tables are now worth. The CTE Medical program will receive new tables to replace these.

The Nutrition Services program at Foothill High School has a food warmer/proofer that is no longer operable and unrepairable. For this reason, the Nutrition Services program would like to surplus this equipment and replace it.

Shasta Union High School District

Request to Declare Property as Surplus

Location of Property:
Site: SHASTA
Department: CTE MEDICAL
Room No. 513

Date: 9/29/26
Requestor: J. McIntire

It is requested that the following equipment be declared surplus:

Asset #	Qty.	Item Description	Model	Serial #	Year Purchased	Present Value	Condition*
109402	1	Training table			?	$500	Broken
101175	1	training table		13-VEA-IC	?	$500	Broken

*Condition Key:
Excellent – in working order
Good – needs minor repairs
Fair – needs repairs; repairs are estimated not to exceed 30% of replacement cost.
Poor – no longer serviceable; repairs would exceed 50% of replacement cost.
Unusable – to be discarded as junk

Reason(s) for declaring surplus: Broken, torn

Note: Incomplete or improperly completed forms will be returned to initiating department for completion prior to processing.
Originator is responsible for placing work order with Maintenance and storing on site until sold/reissued or discarded.
Please contact 16514 or 16540 for further information or questions.

Rebecca Berg
Mike Vincelli
Site Administrative Approval Signature

Disposition

☐ Make available for reassignment Assign to: _____
☐ Surplus
☐ Junk

_____
Chief Business Official

_____
Date

Distribution: Original - Business Office
Copies: M&O, Originating Site

D322 Rev:1/0

Shasta Union High School District

Request to Declare Property as Surplus

Location of Property:

Site: foothill high school

Date: 11/2/2026

Department: Nutrition Services

Room No. Kitchen

Requestor: Tawny Cowell

It is requested that the following equipment be declared surplus:

Asset #	Qty.	Item Description	Model	Serial #	Year Purchased	Present Value	Condition*
		Food Warmer/Proofer					

*Condition Key:

Excellent – in working order
Good – needs minor repairs
Fair – needs repairs; repairs are estimated not to exceed 30% of replacement cost.
Poor – no longer serviceable; repairs would exceed 50% of replacement cost.
Unusable – to be discarded as junk

Reason(s) for declaring surplus: No longer works

Note: *Incomplete or improperly completed forms will be returned to initiating department for completion prior to processing.*
Originator is responsible for placing work order with Maintenance and storing on site until sold/reissued or discarded.
Please contact 16514 or 16540 for further information or questions.

Tawny Cowell
Site Administrative Approval Signature

Disposition

☐ Make available for reassignment Assign to: _____

☑ Surplus

☑ Junk

_____
Chief Business Official

_____
Date

Distribution: Original - Business Office
Copies: M&O, Originating Site

D322 Rev:1/03

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Tri-Counties Bank Signatory Update

PREPARER: David Flores
Associate Superintendent of Business Services

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
Attached are the revised signature cards for Tri Counties Bank.

Shasta Union High School District

Tri Counties Bank

The Shasta Union High School District Board of Trustees approved the following names to be listed as signatories on the following district accounts:

Board meeting date: **November 10, 2026** Resolution #:_____

XXXX1310
District EFT Child Support

- Owen Crosby
- ~~David Flores~~
- Laura Lievense
- Jennifer Bickley
- Sara Pruett
- Mariah Gunter
- Meuy Seitz

XXXX3154
SUHSD Transportation Revolving

- Owen Crosby
- ~~David Flores~~
- Trystan Thomas
- Jennifer Bickley
- Misty Hair
- Laura Pearson
- Meuy Seitz

XXXX5879
Shasta High School District Cafeteria Account

- Owen Crosby
- ~~David Flores~~
- Laura Lievense
- Sara Pruett
- Leo Perez
- Jennifer Bickley

XXXXXX6000
Shasta Union High School District Revolving Account

- Owen Crosby
- ~~David Flores~~
- Laura Lievense
- Sara Pruett
- Jennifer Bickley

XXXXXX_____

Shasta Union High School District- Credit Card Account

- Owen Crosby
- ~~David Flores~~
- Laura Lievense
- Sara Pruett
- Jennifer Bickley
- Meuy Seitz

XXXXX6448

Shasta Union High School District AFLAC Account

- Owen Crosby
- ~~David Flores~~
- Jennifer Bickley
- Laura Lievense
- Sara Pruett
- Mariah Gunter
- Meuy Seitz

XXXXX2305

SHS ASB

- ~~David Flores~~
- Jamie Fleming
- Scott Tyler
- Heath Bunton
- Alison Taylor
- Sarah Price
- Jennifer Bickley

XXXXX2974

SHS Scholarship

- ~~David Flores~~
- Jamie Fleming
- Heath Bunton
- Scott Tyler
- Alison Taylor
- Sarah Price
- Jennifer Bickley

XXXXX5020

SHS ASB Pepsi

- ~~David Flores~~
- Jamie Fleming
- Scott Tyler
- Heath Bunton
- Alison Taylor

- Jennifer Bickley
- Sarah Price

XXXXX5020
SHS Scholarship CD
- ~~David Flores~~
- Scott Tyler
- Jamie Fleming
- Heath Bunton
- Alison Taylor
- Sarah Price
- Jennifer Bickley

XXXXX3403
EHS Assoc. Student Hornets
- ~~David Flores~~
- Ryan Johnson
- Tanya Randolph
- Jill Hardy
- Tonya Waterman
- Jennifer Bickley

XXXXX****
EHS Trust Fund
- ~~David Flores~~
- Ryan Johnson
- Tanya Randolph
- Jill Hardy
- Tonya Waterman
- Jennifer Bickley

XXXXX5872
EHS Scholarship Trust Fund
- ~~David Flores~~
- Ryan Johnson
- Tanya Randolph
- Jill Hardy
- Tonya Waterman
- Jennifer Bickley

XXXX0427
Students of Foothill High School
- ~~David Flores~~
- Kevin Greene
- Joey Brown
- Kevin Strohmayer
- Vanessa Bennett
- Jennifer Bickley

XXXXX0415

FHS Phyllis Patterson Scholarship

- ~~David Flores~~
- Kevin Greene
- Joey Brown
- Kevin Strohmayer
- Vanessa Bennett
- Jennifer Bickley

XXXXXXXXX6756

FHS Scholarship Trust Fund

- ~~David Flores~~
- Kevin Greene
- Joey Brown
- Kevin Strohmayer
- Vanessa Bennett
- Jennifer Bickley

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Board Designee for the Northern California Schools Insurance Group (NCSIG)

PREPARER: David Flores
Associate Superintendent of Business Services

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
The District is a member of Northern California Schools Insurance Group (NCSIG), a Joint Powers Authority that provides our liability and property insurance. Each district in NCSIG is required to have a board member and an alternate board member representative. David Flores will be resigning from his board position on the NCSIG board at their December board meeting. Jennifer Bickley is the recommendation to be the SUHSD representative on the NCSIG board following David Flores's resignation. Sara Pruett will remain as the alternate board representative for SUHSD on the NCSIG board.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Board Designees for the Shasta Trinity Schools Insurance Group (STSIG) Joint Powers Authority

PREPARER: David Flores
Associate Superintendent of Business Services

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
The District participates in the STSIG Joint Powers Authority board for workers' compensation insurance. Each district is represented by a board designated person and an alternate. At this time David Flores is listed as the board representative, and Jason Rubin as the alternate. David Flores will resign his STSIG board seat in December and Jason Rubin will become the board representative. Jennifer Bickley will become the alternate board representative for STSIG.

SHASTA UNION HIGH SCHOOL DISTRICT

RESOLUTION #_____

DESIGNATION OF THE OFFICIAL REPRESENTATIVE AND ALTERNATE REPRESENTATIVE TO THE SHASTA-TRINITY SCHOOLS INSURANCE GROUP JOINT POWERS AUTHORITY BOARD OF DIRECTORS

WHEREAS, the Shasta Union High School District is a member of the Shasta-Trinity Schools Insurance Group Joint Powers Authority;

WHEREAS, a representative and an alternate representative are required to be designated by each member district;

NOW, THEREFORE, BE IT RESOLVDED, by the Governing Board of the Shasta Union High School District of Shasta County, in a regular public meeting assembled this 10th day of November 2026; designated Jason Rubin, Associate Superintendent of Human Resources as the official representative to the Shasta-Trinity Schools Insurance Group's Board of Directors, and Jennifer Bickley, Associate Superintendent of Business Services, as the official alternative representative; Said representative(s) is authorized to sign documents and perform all items pertaining to the interest of the Board of Directors as a legislative body pursuant to the terms of the Shasta-Trinity Schools Insurance Group Joint Powers Authority Agreement.

BE IT FURTHER RESOLVED, that the designated official representative or designated official alternate representative, whichever is present, but not both, may vote on the Shasta Union High School District's behalf to expand the lines of coverage provided by the Shasta-Trinity Schools Insurance Group to include any other risk management, insurance, or self-funded program(s) authorized by law.

PASSED AND ADOPTED THIS by the Board of Trustees of the Shasta Union High School District, Shasta County, State of California, this 10th day of November, 2026, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINED:

_____
Superintendent and
Secretary to the Board

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Monthly Financial Report

PREPARER: David Flores
Associate Superintendent of Business Services

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
Comparing actuals through October 2026 to our Adopted Budget from June. We have received 7% of our projected revenue and expended 31% of our expense budget. Salaries and benefits are trending where they should at the end of October. Both Services and Capital Outlay are trending ahead of budget. This is typical of the services category because we pay for some expenditures in full at the start of the year such as insurance premiums and software licenses. The capital outlay category will have to be adjusted at First Interim for the rollover funds from prior year. This too is common of this category as the restricted dollars cross years and the unexpended dollars rollover into the following year.

REFERENCES:

SHASTA UNION HIGH SCHOOL DISTRICT
2026-2027
General Fund Expenditures as of October 31, 2026

		2026-2027 Adopted Budget (A)	2026-2027 Actuals 10/31/2026 (B)	2026-2027 Remaining Balance (C) = (A) - (B)	33.33% of FY Complete (D) = (B) / (A)
REVENUES					% Spent or Received
Revenue Limit Sources	8010 - 8099	59,792,122	1,379,062	58,413,060	2%
Federal Revenues	8100 - 8299	2,906,463	569,621	2,336,842	20%
Other State Revenues	8300 - 8599	6,455,033	1,906,480	4,548,553	30%
Other Local Revenues	8600 - 8799	8,357,436	1,942,014	6,415,422	23%
Interfund Transfers In/Other Sources	8910 - 8979	734,601	0	734,601	0%
TOTAL REVENUES		**78,245,655**	**5,797,178**	**72,448,477**	**7%**
EXPENDITURES					
Certificated Salaries	1000 - 1999	27,615,686	7,931,379	19,684,307	29%
Classified Salaries	2000 - 2999	13,994,446	4,199,419	9,795,027	30%
Employee Benefits	3000 - 3999	21,714,580	5,542,438	16,172,142	26%
Books and Supplies	4000 - 4999	4,140,929	1,094,223	3,046,706	26%
Services, Other Operating Expenses	5000 - 5999	7,508,937	4,955,003	2,553,934	66%
Capital Outlay	6000 - 6599	157,000	341,277	(184,277)	217%
Other Outgo	7100 - 7299	1,110,458	78,292	1,032,166	7%
Direct Support / Indirect Costs	7300 - 7399	(119,415)	0	(119,415)	0%
Debt Service	7438 - 7439	473,680	0	473,680	0%
Interfund Transfers Out/Other Uses	7610 - 7699	638,000	0	638,000	0%
TOTAL EXPENDITURES		**77,234,301**	**24,142,030**	**53,092,271**	**31%**
NET INCREASE/DECREASE IN FUND BALANCE		1,011,354	(18,344,853)		
BEGINNING BALANCE		**24,691,289**	**30,802,636**		
ENDING BALANCE		**25,702,643**	**12,457,783**		

Components of Ending Fund Balance

Reserved Rev Cash/Prepaids/Stores	17,100
Economic Uncertainty (3.5%)	2,703,201
Committed	-
Assigned	11,743,369
Restricted	11,238,973
Total	25,702,643

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: School Plans for Student Achievement

PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
The purpose of the School Plan for Student Achievement is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The School Plans address strategies and activities that are planned to accomplish these goals.

REFERENCES:
Education Code Sections 41507, 41572 and 64001

The School Plans for Student Achievement were provided to the Board under separate cover. Copies may be obtained by contacting the District Office at (530) 241-3261.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Surplus Equipment

PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
IT has multiple old parts with no foreseeable uses and/or value to the District.

Shasta Union High School District

Request to Declare Property as Surplus

Location of Property:
Site: DO
Department: IT
Room No. 400

Date: 10/1/26

Requestor: Josh Blanchard

It is requested that the following equipment be declared surplus:

Asset #	Qty.	Item Description	Model	Serial #	Year Purchased	Present Value	Condition*
		See attached Sheet					

*Condition Key:

Excellent – in working order
Good – needs minor repairs
Fair – needs repairs; repairs are estimated not to exceed 30% of replacement cost.
Poor – no longer serviceable; repairs would exceed 50% of replacement cost.
Unusable – to be discarded as junk

Reason(s) for declaring surplus: Old broken parts with no foreseeable uses in the district.

Note: Incomplete or improperly completed forms will be returned to initiating department for completion prior to processing.
Originator is responsible for placing work order with Maintenance and storing on site until sold/reissued or discarded.
Please contact 16514 or 16540 for further information or questions.

Site Administrative Approval Signature

Disposition

☐ Make available for reassignment Assign to:
☐ Surplus
☒ Junk

Associate Superintendent, IS

10/1/26
Date

Make	Model	SN #	Tag	Tag#2	VEA TAG
Epson	EB-L260F	EB-L260F	IT-252789		
Microsoft	Surface 6	9990191853	IT-251002		
HP	ZBook Firefly 14	5CG3271W64	IT-252655		
Microsoft	Surface	16520762653	108400		
Microsoft	Surface	1168581353	108773		
Meraki	MR42	Q2KD-L63J-JAVB	IT-251157		
Meraki	MR42	Q2KD-XNG5-AGYR	IT-251155		

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Human Resource Action Report

PREPARER: Jason Rubin
Associate Superintendent of Human Resources

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
Approve personnel changes to meet the needs of our District as outlined on the following report.

Shasta Union High School District
HUMAN RESOURCES ACTION REPORT

NAME	POSITION	EFFECTIVE
Classified		
New Hire		
Sounthara, Jamie	SDCI Para, SHS 6.5 hours / 10 months	October 26, 2026
Hours/Location/Position Change		
Graff, Deven	Tech Support Manager, Tech 8.0 hours / 12 months	October 12, 2026
Blanchard, Josh	Tech Support Supervisor, Tech 8.0 hours / 12 months	October 12, 2026
Leave of Absence		
Saefong, Fay	District Receptionist, DO 8.0 hours / 10 months	December 9, 2026
Reid, Caden	Computer Support Tech, Tech 8.0 hours / 12 months	September 22, 2026
Resignation		
Cooper, Alexandra	Accountant, DO 8.0 hours / 12 months	October 16, 2026
Certificated		
New Hire – Temporary Contract		
Chavez, Louis	Psychologist 5/5, SHS	October 26, 2026
Cook, Erik	Alt Ed Teacher 5/5, PHS	November 2, 2026
Orellana, Crystal	Mental Health Psychologist 5/5	November 2, 2026
Position Change/Promotion		
Strohmayer, Maddi	Mental Health Psychologist 5/5	October 26, 2026

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: First Reading – Draft Administrative Board Policies, Regulations & Exhibits

PREPARER: Owen Crosby, Superintendent

RECOMMENDATION: ☒ Action

☒ Discussion

☐ Information

BACKGROUND:
The District subscribes to the California School Boards Association (CSBA) Policy Manual Maintenance Program. Through this Program, CSBA provides sample policies and administrative regulations for adoption.

REFERENCES:
Draft policies were provided to the Board under separate cover. Copies may be obtained by contacting the District Office at (530) 241-3261.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Administrative Regulation 6163.2 Animals at School

PREPARER: Owen Crosby, Superintendent

RECOMMENDATION: ☒ Action

☒ Discussion

☐ Information

BACKGROUND:
Through public comment, a community member requested the Board allow service dogs in training on campus. The Board and District Administration discussed the possibility of this at the October 20, 2026 special Board meeting. The Board will conduct the first reading of Administrative Regulation 6163.2 Animals at School. The policy has been updated to allow service dogs in training on school property.

Regulation 6163.2: Animals At School

Status:

Original Adopted Date: 06/14/2011 | **Last Reviewed Date:** 06/14/2011

In accordance with Board policy, a teacher or student may bring an animal into the classroom for instructional purposes with prior approval of the principal or designee. When a parent/guardian has provided notification that his/her child has an allergy, asthma, or health condition that may be affected by the animal, the teacher shall remove the animal from the classroom or provide an alternative instructional activity for the student as appropriate.

All animals brought to school must be in good physical condition and appropriately immunized. The teacher shall ensure that the species of animal is appropriate for the instructional purpose and age and maturity of the students.

All animals, with the exception of service animals, are prohibited on school transportation services. (Education Code 39839; 13 CCR 1216)

All animals shall be humanely and properly housed in cages or containers specific for the species or otherwise appropriately controlled. The teacher shall also ensure that cages and containers are cleaned regularly and that waste materials are removed and disposed of in an appropriate manner. If the animal is to remain in the classroom longer than one day, the teacher shall be responsible for care and maintenance of the animal and ensure proper care when school is not in session, such as weekends, vacations, and holidays.

The teacher shall ensure that students receive instruction regarding personal hygiene around animals.

Use of Service Animals by Individuals with Disabilities

For an individual with a disability, service animal means any dog that is individually trained to do work or perform tasks related to the individual's disability and for his/her benefit. For example, for an individual who is blind or has low vision, a service animal would mean a dog that helps him/her with vision, navigation, and other tasks; for an individual who is deaf or hard of hearing, a service animal would mean a dog that alerts him/her to the presence of people or sounds; and for an individual with psychiatric or neurological disabilities, a service animal would mean a dog that assists him/her by preventing or interrupting impulsive or destructive behaviors. (28 CFR 35.104)

Individuals with disabilities may be accompanied on school premises and on school transportation by service animals, including specially trained guide dogs, signal dogs, or service dogs. (Education Code 39839; Civil Code 54.2; 28 CFR 35.136)

The Superintendent or designee may permit the use of a miniature horse as a service animal when the horse has been individually trained to do work or perform tasks for the benefit of an individual with a disability, provided that: (28 CFR 35.136)

1. The district's facility can accommodate the type, size, and weight of the horse.

2. The individual has sufficient control of the horse.

3. The horse is housebroken.

4. The horse's presence in the specific facility does not compromise legitimate safety requirements of the facility.

The Superintendent or designee may ask any individual with a disability to remove his/her service animal from school premises or transportation if the animal is out of control and the individual does not take effective action to control it or the animal is not housebroken. When an individual's service animal is excluded, he/she shall be given an opportunity to participate in the service, program, or activity without having the service animal present. (Education Code 39839; Civil Code 54.2; 28 CFR 35.136)

Service Dogs in Training

The Board of Trustees recognizes the role of guide, signal, and service dogs in assisting individuals with disabilities. Staff members or students seeking to bring a service dog in training onto campus must be sponsored by an established service dog training organization.

1. **Eligibility and Coordination**

   Before bringing the dog onto campus, the handler must provide written verification of sponsorship, authorization to participate in the organization's training program, the organization's contact information, and obtain approval from the Superintendent or designee. Handlers shall meet applicable legal requirements for training guide, signal, or service dogs. Notice should be provided 10 business days in advance.

   The Superintendent or designee shall verify eligibility and coordinate arrangements for supervision, classroom participation, health concerns, and emergencies. The Superintendent or designee has the authority to determine if more than one service dog in training may be on campus at a time.

2. **Handler Responsibilities**

   The handler shall:

   - Keep the dog leashed, properly identified as required by law, and under control.
   - Maintain required vaccinations, licensing, cleanliness, and pest prevention.
   - Provide all necessary care, supervision, and prompt waste cleanup.
   - Report injuries, property damage, or safety incidents to the site administrator.
   - Accept responsibility for damage caused by the dog as provided by law.

3. **Health, Safety, and Removal**

   Consistent with applicable law, a dog may be removed if it is not housebroken, is out of control and the handler does not regain control, presents a health or safety threat, or is a distraction to the learning environment.

4. **Liability and Insurance**

   The Superintendent or designee shall require the submission of a Facility Use Agreement, along with the appropriate insurance coverage documentation identifying the sponsoring training organization and the name of the service animal.

The handler shall be responsible for injury or property damage caused by the dog as provided by applicable law.

To the extent legally permissible, the handler shall maintain liability insurance covering bodily injury and property damage caused by the dog while on District property or participating in District-sponsored activities. Coverage may be provided through the handler's insurance or the sponsoring training organization. Proof of coverage shall be submitted to the Superintendent or designee before regular campus attendance and upon renewal

Liability insurance coverage with minimum limits of $1,000,000 per occurrence and $2,000,000 in the aggregate shall be required. The sponsoring training organization shall provide the District with a Certificate of Insurance and an Additional Insured Endorsement naming Shasta Union High School District, its Board of Trustees, officers, employees, volunteers, and students as additional insureds. Coverage shall be primary and non-contributory, as evidenced by a separate endorsement.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Board Policy 5116.1 Intradistrict Open Enrollment

PREPARER: Owen Crosby, Superintendent

RECOMMENDATION: ☒ Action

☒ Discussion

☐ Information

BACKGROUND:
The current application window for intradistrict transfers is between the first day of school to January 1. The District would like to revise the application window to January 1 through March 15 for the following school year at comprehensive high schools. The Board will conduct the first reading of Board Policy 5116.1 Intradistrict Open Enrollment.

Policy 5116.1: Intradistrict Open Enrollment

Status: ADOPTED

Original Adopted Date: 10/11/2016 **| Last Revised Date:** 01/14/2020 **| Last Reviewed Date:** 01/14/2020

The Board of Trustees desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while also maximizing the efficient use of district facilities and resources. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation.

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of their residence within the district. (Education Code 35160.5)

The Board shall annually review this policy. (Education Code 35160.5, 48980)

Enrollment Priorities

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

The Superintendent or designee shall grant priority for the enrollment of a student in a district school outside of the student's attendance area, if the student:

1. Is enrolled in a district school designated by the California Department of Education (CDE) as "persistently dangerous" (20 USC 7912; 5 CCR 11992)

2. Is a victim of a violent crime while on school grounds (20 USC 7912)

3. Is a victim of an act of bullying committed by another district student, as determined through an investigation following the parent/guardian's submission of a written complaint with the school, district, or local law enforcement agency pursuant to Education Code 234.1 (Education Code 46600)

   If the district school requested by the student is at maximum capacity, the Superintendent or designee shall accept an intradistrict transfer request for another district school. (Education Code 46600)

4. Is currently enrolled in a district school identified by CDE for comprehensive support and improvement, with priority given to the lowest academically achieving students from low-income families as determined pursuant to 20 USC 6313(a)(3) (20 USC 6311)

5. Is experiencing special circumstances that might be harmful or dangerous to the student in the current attendance area, including, but not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers. To grant priority under these circumstances, the Superintendent must have received either: (Education Code

35160.5)

a. A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official or a social worker, or a properly licensed or registered professional, including, but not necessarily limited to, a psychiatrist, psychologist, marriage and family therapist, clinical social worker, or professional clinical counselor

b. A court order, including a temporary restraining order and injunction

6. Is a sibling of another student already attending that school

7. Has a parent/guardian whose primary place of employment is that school

Application and Selection Process

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law and Board policy, applications for intradistrict open enrollment shall be submitted **between January 1 and March 15 for the following school year for comprehensive sites.** ~~between the first day of school and January 1st of the school year preceding the school year for which the transfer is requested.~~

The Superintendent or designee shall calculate each school's capacity in a nonarbitrary manner using student enrollment and available space. (Education Code 35160.5)

Except for the enrollment priorities listed above, the Superintendent or designee shall use a random, unbiased selection process to determine which students shall be admitted whenever a district school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance. However, existing entrance criteria may be used for enrolling students in specialized schools or programs, provided that the criteria are uniformly applied to all applicants. In addition, academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

Transportation

In general, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.

However, upon parent/guardian request, the district shall provide transportation assistance to any student who is eligible for free or reduced-price meals and whose enrollment in a district school outside the student's attendance area is a result of being a victim of bullying. (Education Code 46600)

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Annual Organizational Meeting

PREPARER: Owen Crosby, Superintendent

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
Each year, the Governing Board shall hold an annual organizational meeting. In any year in which a regular election of District Board members is conducted, the organizational meeting shall be held within 15 days following the second Friday in December after the regular election. During all other years, the meeting may be held on any date in December, but no later than December 20th.

The Annual Organizational Meeting will take place on December 15, 2026 with closed session starting at 5:30 p.m. and open session starting at 6:30 p.m. The meeting will be located at Shasta Union High School District, 2200 Eureka Way, Redding, CA 96001. The District will notify the Shasta County Office of Education of the date, time, and location of the Annual Organizational Meeting.

REFERENCES:
Education Code 35143 & BB 9100

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Minutes from October 13, 2026 Regular Board Meeting and October 20, 2026 Special Board Meeting

PREPARER: Owen Crosby, Superintendent

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
Staff has reviewed the minutes and recommends approval as presented.

SHASTA UNION HIGH SCHOOL DISTRICT
REGULAR MEETING OF THE GOVERNING BOARD
Board Room
2200 Eureka Way
Redding, CA 96001

October 13, 2026
UNADOPTED MINUTES

A regular meeting of the Governing Board of the Shasta Union High School District was called to order at 5:30 p.m. by Trustee Wilson in the Shasta Union High School District Board Room.

ROLL CALL: Trustees Luke Wilson, Ron Zufall and Joe Ayer were present. Also present: Superintendent Owen Crosby, Associate Superintendent of Human Resources Jason Rubin, Associate Superintendent of Instructional Services Leo Perez and Associate Superintendent of Business Services David Flores.

There were no requests from the audience to speak to any items on the closed session agenda. The Board adjourned to closed session at 5:30 p.m. to discuss the following: 1) Public Employee Discipline/Dismissal/Release/Complaint (G.C. 54957); 2) Conference with Labor Negotiator (G.C. 54957.6) Agency designated representatives: Owen Crosby – Superintendent, David Flores – Associate Superintendent of Business Services, Jason Rubin – Associate Superintendent of H.R. and Leo Perez - Associate Superintendent of Instructional Services. Employee Organizations: Shasta Secondary Education Association (SSEA), Educational Support Professionals Association (ESP), California School Employees Association (CSEA) and Management/Supervisory/Confidential/Contracted; 3) Preliminary Public Employee Performance Evaluation (G.C. 54957) Title: Superintendent; and 4) Conference with Legal Counsel – Anticipated Litigation [G.C. 54956.9(d)(2) or (3)]: One potential case.

The Board reconvened into open session at 6:36p.m. The Board had no action to report out from closed session. Student Board Members Max Elliott and Aurora Gill were present. Trustee Wilson led the pledge of allegiance, and Trustee Ayer recited the mission and vision statements. This month's student artwork display is from Foothill High School.

RES. 26-214 That the Board approve the agenda, as presented. (Motion Ayer, second Zufall, carried 3-0. Student Board Member Gill: Aye.)

RES. 26-215 That the Board approve the consent agenda, as presented. (Motion Zufall, second Ayer, carried 3-0. Student Board Member Gill: Aye.)

RES. 26-216 That the Board approve the minutes from the September 8, 2026 regular Board meeting. (Motion Zufall, second Ayer, carried 3-0. Student Board Member Gill: Aye.)

RES. 26-217 That the Board approve the 2028-2029 CSEA calendar. (Motion Zufall, second Ayer, carried 3-0. Student Board Member Gill: Aye.)

RES. 26-218 That the Board ratify commercial warrants in the amount of $3,634,924.14 and payroll distributions in the amount of $4,754,285.49 for the period of 9/01/2026 – 9/30/2026. (Motion Zufall, second Ayer, carried 3-0. Student Board Member Gill: Aye.)

RES. 26-219 That the Board accept the Monthly Financial Report. (Motion Zufall, second Ayer, carried 3-0. Student Board Member Gill: Aye.)

RES. 26-220 That the Board approve the public notice of District's intent to filter Internet access in order to adhere to the Children's Internet Protection Act and to qualify for e-rate dollars. (Motion Zufall, second Ayer, carried 3-0. Student Board Member Gill: Aye.)

RES. 26-221 That the Board approve a request to declare property as surplus (IT – computers and peripherals). (Motion Zufall, second Ayer, carried 3-0. Student Board Member Gill: Aye.)

RES. 26-222 That the Board approve the Dual Enrollment Course Agreement with Shasta College. (Motion Zufall, second Ayer, carried 3-0. Student Board Member Gill: Aye.)

RES. 26-223 That the Board approve a field trip request, as follows: FHS Culinary travels to Disneyworld Orland, FL 4/22-27/2027. (Motion Zufall, second Ayer, carried 3-0. Student Board Member Gill: Aye.)

RES. 26-224 That the Board approve the Human Resources Action Report. (Motion Zufall, second Ayer, carried 3-0. Student Board Member Gill: Aye.)

RES. 26-225 That the Board accept the Quarterly Report on the Williams Uniform Complaints for July 1, 2026 – September 30, 2026. (Motion Zufall, second Ayer, carried 3-0. Student Board Member Gill: Aye.)

RES. 26-226 That the Board approve the job description for Technology Support Supervisor. (Motion Zufall, second Ayer, carried 3-0. Student Board Member Gill: Aye.)

RES. 26-227 That the Board approve the proposed negotiations and compensation agreement between the District and CSEA for 2026-27, 2027-28, and 2028-29 and the related AB 1200 Public Disclosure. (Motion Ayer, second Zufall, carried 3-0. Student Board Member Gill: Aye.)

RES. 26-228 That the Board approve the resolution for the Governing Board Member Appointment In Lieu of Election for Dave Backues to the Shasta Union High School District for a Four Year Term, Effective December 11, 2026 – December 13, 2030. (Motion Ayer, second Zufall, carried 3-0. Student Board Member Gill: Aye.)

RES. 26-229 That the Board approve the 2025-2026 State of the District Report. (Motion Ayer, second Zufall, carried 3-0. Student Board Member Gill: Aye.)

RES. 26-230 That the Board approve/ratify the employment agreement with Associate Superintendent of Business Services Jennifer Bickley. (Motion Ayer, second Zufall, carried 3-0. Ayes: Wilson, Ayer, Zufall. Noes: None. Abstain: None, Absent: Bridges, Hoheisel)

RES. 26-231 That the Board approve the Annual Developer Fee Report. (Motion Ayer, second Zufall, carried 3-0. Student Board Member Gill: Aye.)

RES. 26-232 That the Board approve the CSEA Salary Schedule. (Motion Zufall, second Ayer, carried 3-0. Student Board Member Gill: Aye.)

RES. 26-233 That the Board approve the Los Rios Community College District (LRCCD) Agreement for Dual Enrollment. (Motion Ayer, second Zufall, carried 3-0. Student Board Member Gill: Aye.)

RES. 26-234 That the meeting adjourn. (Motion Ayer, second Zufall, carried 3-0. Student Board Member Gill: Aye.)

PUBLIC COMMENT:
Foothill High School (FHS) FFA President Westin Marchione provided the Board with an update on recent events including the Nash Mud Run and the Shasta College Field Day. He was pleased to announce that they are permitted to sell eggs from the chickens on campus.

Redding FFA students Rebecca Rilea and Benji Onopa provided the Board with an update on curriculum, fundraisers and events including the chapter wide trick or treat and assisting with parking at Nash Ranch. They provided an update on the new green house and baby lambs and brought the Board pumpkins that were grown on the farm.

RECOGNITION OF STAFF AND/OR STUDENTS:
The Board of Trustees, Administration and FHS Principal Kevin Greene recognized Senior Sydney Jenkins, Senior Madeline Kempley, and Paraprofessional Hannah Brown.

PRESENTATIONS:
Measure M Citizens' Bond Oversight Committee 2024-2025 Annual Report: Citizens' Bond Oversight Committee (CBOC) Chairman Kevin O'Rorke stated that it was his privilege and pleasure to present, on behalf of the full Committee, the annual CBOC report. In accordance with Proposition 39, the CBOC exists to ensure that expenditures of the funds collected under the voter-approved bond Measure M are spent on the items and projects voters approved at the time of their vote. The CBOC is a committee dedicated to ensuring that the public trust is well kept and remains intact throughout the life of Measure M. Chairman O'Rorke was pleased to report that the

expenditures from the 2024-2025 fiscal year, after a full audit by an outside auditor, are in compliance with all laws, regulations and accounting. He thanked the Board for the opportunity to serve the District and ensured that all is in full compliance with legal and ethical guidelines. He thanked Associate Superintendent of Business Services David Flores for everything he has done for the bonds and the District, and he congratulated him on his upcoming retirement.

District Department Chair Reports: Social Science Department Chair John Waters, Physical Education Department Chair Annette Wilson, Family & Consumer Science Department Chair Ashley Marsh, Counseling Department Chair Deitra Smith, and World Languages Department Chair Melody Cole each provided the Board with a brief update on their departments. Leo Perez presented on behalf of Special Education Department Chair Lisa Reagan who could not attend.

REPORTS FROM SHASTA UNION HIGH SCHOOL DISTRICT ORGANIZATIONS:
SSEA President Andrea Cota reported on a statewide CTA conference attended by Region 2 representatives. She stated that she conducted site visits last week and presented Trustee Ayer with a WHO Award for Outstanding Public Official. Dr. Cota also shared information about Proposition 3, describing it as a 15-year extension of existing funding through a 1% tax on the highest earners. She noted that many schools have endorsed the measure, provided handouts, and encouraged attendees to vote yes and share the information.

ESP President Rhonda Minch was not present.

CSEA President Steve Hudson was not present.

REPORTS FROM PRINCIPALS:
Enterprise High School: EHS Principal Ryan Johnson reported that former Student Board Member Heaven Torrez is doing well and has been on site conducting observations as a requirement for her college courses. Advanced Placement (AP) enrollment increased by approximately 100 students, with seven to eight additional sections, and exam registration is underway. Mr. Johnson noted the volleyball program's recent growth and competitiveness. He reported that Career Technical Education (CTE) Internship Coordinator Bret Barnes is working on a potential CTE grant for the construction/woodshop classroom and is exploring a CTE AI pathway. EHS hosted the ASVAB test which was well attended.

Shasta High School: Heath Bunton shared a CAASPP handout highlighting positive student growth since eighth grade, with one area of math identified for further improvement. Shasta High School also held a blood drive last month, and he invited the Board to the annual fundraiser dinner for Sports Boosters at the Senior Citizens Hall on November 21.

Foothill High School: Kevin Greene reported that the homecoming dance drew approximately 1,100 students. He stated that tardies are down 20% compared to the same time last year, decreasing from 3,098 to 2,479. Mr. Greene reported that majority of the tardies are for first period and on Tuesdays with most of the tardies related to student drop-offs and traffic congestion. The school will continue working to improve traffic flow and reduce tardiness to ensure students are in class.

Pioneer Continuation High School: Shane Kikut provided information on the Socktober fundraiser and stated that four students graduated at the end of the first session. He reported that a resource teacher is providing a reading intervention class and that the woodshop was approached by SCOE to partner on building free libraries throughout the county to promote community literacy. Mr. Kikut commended Assistant Principal Jon Eaton and staff for Pioneer Continuation High School (PHS) receiving a CSBA Golden Bell Award. Staff recently attended a Positive Behavior Intervention Systems (PBIS) conference in Sacramento.

REPORT FROM SUPERINTENDENT:
Dr. Owen Crosby congratulated PHS on receiving the CSBA Golden Bell Award. He also shared that CSBA President Debra Shade visited Redding to tour CTE programs. During her visit to Shasta High School, she was impressed with the programs and was provided information on all of the District's CTE offerings. Dr. Crosby stated that he attended the State of the City, the Simpson University Business Leadership Luncheon, Shasta Economic Development Corporation breakfast, and Shasta College's first Community Day, which included a campus tour and an opportunity to learn more about the college.

TRUSTEE COMMENTS AND LIAISON REPORTS:
Trustee Ron Zufall thanked Dr. Crosby for attending the Simpson University Business Leadership Luncheon. He was pleased to share that his children and spouses have careers in education, serving students from grade level to the collegiate level. He stated that flag football is now a CIF sport and has been growing in popularity amongst girls. Leo Perez stated that the District is looking at implementing it in the fall of 2027.

FHS Student Board Member Aurora Gill reported that Spirit Week events averaged 250 check-ins, with 87.3% of students attending at least one event through 5-Star. She provided updates on student clubs, including Ag Field Day participation and the Heartbeat Medical Society's exploration of a HOSA membership, as well as upcoming music department performances and athletics.

Trustee Gill provided EHS Student Board Member Alyssa Moore's report who was unable to attend the meeting. The EHS music program recently invited junior high students to campus to promote their program and held their annual Sunday Sunday fundraiser. Peer tutoring continues to expand. Restorative Justice has 40 active student participants and has already addressed 14 cases. ASB is preparing for Riverbowl, the Harlan Carter Tournament, and Spooky Movie Night.

SHS Student Board Member Max Elliott reported that the annual wrapping paper war/fundraiser against EHS is underway with Riverbowl approaching. He stated that the Shasta Scoop news video updates students on campus news every other week. Trustee Elliott reported that Thursday is club rush for students to learn about clubs, sports, etc. and that next week is Spirit Week for Riverbowl.

Trustee Joe Ayer stated that he also attended the Shasta Economic Development Corporation breakfast and the State of the City.

Trustee Luke Wilson stated that he has been attending cross country meets and football games. He reported that he briefly spoke with FHS teacher Bret Hodge regarding the possibility of a drone competition.

DISCUSSION:
Public Hearing – CSEA Proposed Negotiations: At 8:01p.m., Trustee Wilson declared the meeting open to Public Hearing to provide interested parties an opportunity to speak regarding the proposed negotiations and compensation agreement between the District and the California School Employees Association Chapter #181 (CSEA) for 2026-27, 2027-28, and 2028-29. There were no comments, and the public hearing was declared closed.

Employment Agreement: Trustee Wilson stated that the employment contract for Associate Superintendent of Business Services Jennifer Bickley is on the agenda for approval under Agenda Item 12.1E. The term of the contract is from October 1, 2026 to June 30, 2029. The compensation proposed to be awarded is as follows: Base Salary $230,680, Degree Stipend $1,282, Health and Wellness $18,634.15 and an off schedule one-time payment of $3,200.

Developer Fee Report: David Flores stated that the Developer Fee Report is an annual resolution the Board is required to approve regarding the sources and uses of the Capital Facilities Fund.

CSEA Salary Schedule: David Flores recommended the Board approve the CSEA Salary Schedule which reflects the changes associated with the agreed upon negotiations as outlined in the beforementioned AB1200.

Los Rios Community College District (LRCCD) Agreement for Dual Enrollment: Leo Perez provided an update on approving the District's College and Career Access Pathways (CCAP) agreement with Los Rios Community College District. This is the first time the agreement is being brought forward for approval and it will allow students to access two artificial intelligence pathway courses through Folsom Lake College, as Shasta College does not currently offer them.

California Assessment of Student Performance and Progress (CAASPP) Test Scores: Leo Perez reviewed CAASPP results, focusing on students meeting or exceeding standards. Districtwide, English increased while math declined and science improved. He stated that PHS continues to focus on interventions for students who are academically behind. He also reviewed scores comparing the junior class to where they were in eighth grade. Mr. Perez stated that there is still room for growth, but the District continues to make progress. Mr. Perez stated that the quarterly PLC Guiding Coalition meeting will continue discussions on improving FLEX and RTI practices to improve academic performance.

ADVANCE PLANNING:
Next Meeting Dates: Fall Study Session October 20, 2026 and Regular Board Meeting November 10, 2026

Suggested Future Agenda Items: Trustee Wilson asked the Board to email himself or Superintendent Owen Crosby if they have suggested agenda items.

ADJOURNMENT:
The meeting adjourned at 8:16p.m.

_____
Mike Bridges, Clerk
Board of Trustees

_____
Owen Crosby, Executive Secretary
Board of Trustees

Bd. Min. 10-13-26/ll

SHASTA UNION HIGH SCHOOL DISTRICT
SPECIAL MEETING OF THE GOVERNING BOARD
Board Room
2200 Eureka Way
Redding, CA 96001

October 20, 2026
UNADOPTED MINUTES

A special meeting of the Governing Board of the Shasta Union High School District was called to order at 5:31 p.m. by Trustee Wilson in the Shasta Union High School District Large Conference Room. Trustee Wilson led the pledge of allegiance.

ROLL CALL: Trustees Luke Wilson, Mike Bridges, Ron Zufall and Joe Ayer were present. Also present: Superintendent Owen Crosby, Associate Superintendent of Human Resources Jason Rubin, Associate Superintendent of Instructional Services Leo Perez and Associate Superintendent of Business Services Jenny Bickley.

RES. 26-235 That the Board approve the agenda, as presented. (Motion Bridges, second Ayer, carried 4-0)

RES. 26-236 That the Board approve a field trip request, as follows: SHS Medical Club travel to Lima, Peru 6/26/27 -7/4/27. (Motion Bridges, second Zufall, carried 4-0)

RES. 26-237 That the meeting adjourn. (Motion Bridges, second Ayer, carried 4-0)

PUBLIC COMMENT:
There was no comment.

DISCUSSION:
Animals at School: Owen Crosby provided background regarding public comment requesting that the Board consider allowing service dogs in training on campus. Dr. Crosby stated that the District researched school districts that permit service dogs in training and presented a draft policy inquiring if this would be something the Board would be interested in bringing back for a formal reading. The Board reviewed the language which addressed eligibility, handler responsibilities, health and safety, removal procedures, and liability and insurance requirements.

Trustee Zufall inquired about potential liability claims and the District's exposure. The language on liability and insurance is aligned with the District's facility use agreements. Trustee Ayer requested that the policy clearly specify that handlers must be affiliated with a certified service dog training organization.

There was general consensus in favor of allowing service dogs in training on District property. Administrative Regulation 6163.2 Animals at School will we brought back to the Board for a formal first reading at the regular November Board meeting.

Student Transfers: Owen Crosby provided background on the discussions he has had with various staff members regarding enrollment and student transfers. The Board reviewed the proposed application windows for intradistrict open enrollment, noting that current practice does not enforce the timelines in Board Policy. Dr. Crosby proposed revising the application window for intradistrict transfers from January 1 through March 15 for the following school year at comprehensive high schools. He noted that the fall semester can be very busy and the spring application window would be more accommodating for staff and families. Leo Perez explained that counselors begin enrolling students from feeder schools in January, with curriculum fairs occurring during that time and student registration beginning in February.

Trustee Zufall recommended following the sites' recommendations. Dr. Crosby emphasized the importance of communicating the proposed changes to staff. Trustee Ayer stressed the importance of ensuring parents receive clear and timely communication. Trustee Zufall raised concerns regarding classroom capacities at Foothill High School (FHS). Discussion continued on capacity limits, transfer exceptions and data on why students transfer between schools. Board Policy 5116.1 Intradistrict Open Enrollment will we be brought back to the Board for a formal first reading at the regular November Board meeting.

Trustee Ayer left the meeting at 6:04p.m. and returned at 6:06p.m.

Local Control and Accountability Plan: Leo Perez presented the current Local Control and Accountability Plan (LCAP) Infographic, explaining how the District's four goals align with the eight state priorities. He stated that next year will be the first installment of the three-year LCAP plan and recommended maintaining broad goals rather than developing overly specific goals. He reviewed the actions associated with each goal and how progress is measured, emphasizing that the actions are intended to collectively support the goals rather than create multiple, narrowly defined goals. Mr. Perez asked whether the Board had feedback regarding the proposed goals or actions.

Trustee Zufall inquired about how current assessment scores compare to pre-COVID levels. Mr. Perez reported that the District is beginning to move ahead of pre-COVID performance levels. He credited the Professional Learning Community (PLC) process with contributing significantly to this progress, noting that the focus is not on changing the process but on finding ways to better facilitate the work. Dr. Crosby noted the importance of attendance and the potential to recover Average Daily Attendance (ADA) through the implementation of the LCAP action items. Discussion continued on campus security and the anonymous student reporting system and the steps taken to investigate reports. Trustee Zufall raised safety concerns regarding the condition of the sidewalk between Ace Hardware and the David Marr Theater, noting that the uneven surface creates difficulties for individuals wearing heels, elderly pedestrians and individuals with disabilities. Dr. Crosby stated that the sidewalk has been an ongoing safety issue and that the District would contact the city to discuss possible solutions.

Field Trip Request: Leo Perez shared that students participating in the SHS Medical Club have an opportunity to receive a group scholarship to help offset the cost of a field trip to Lima, Peru. He recommended that the Board approve the trip to ensure students do not miss the scholarship application window. Additional supporting documentation will be reviewed once submitted by the teacher.

ADJOURNMENT:
The meeting adjourned at 8:47p.m.

_____
Mike Bridges, Clerk
Board of Trustees

_____
Owen Crosby, Executive Secretary
Board of Trustees

Bd. Min. 10-20-26/ll

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Trustee Absences at the October 13, 2026 Regular Board Meeting and October 20, 2026 Special Board Meeting

PREPARER: Owen Crosby, Superintendent

RECOMMENDATION:

☒ Action

☐ Discussion

☐ Information

BACKGROUND:
Board Bylaws and Ed. Code allow the Board to approve Trustee absences at Board meetings for reasons that are deemed acceptable.

REFERENCES:
Board Bylaw 9250/Ed. Code 35120c

RESOLUTION ON EXCUSING BOARD MEMBER ABSENCE FOR PURPOSES OF MONTHLY COMPENSATION

WHEREAS, the members of the Governing Board of the Shasta Union High School District (Board) receive monthly compensation for meeting attendance in accordance with Education Code 35120 (EC 35120) and Board Bylaw 9250 - Remuneration, Reimbursement and Other Benefits (BB 9250);

WHEREAS, pursuant to EC 35120 and BB 9250, a Board member who is absent from a Board meeting shall not receive the pro rata monthly compensation for that meeting unless the Board finds, via resolution, that the Board member was absent due to the need to perform services for the district, illness, jury duty, or a hardship deemed acceptable by the Board at the time of the Board meeting; and

WHEREAS, Andrea Hoheisel was absent from the Board meeting on October 13, 2026.

NOW THEREFORE BE IT RESOLVED, the Board finds that the absence of Andrea Hoheisel from the Board meeting on October 13, 2026 is excused for the following reasons(s):

[ ] Performance of other designated duties for the district
[ ] Illness
[ ] Jury duty
[X] Hardship deemed acceptable by the Board

; and

BE IT FURTHER RESOLVED, the Board authorizes Andrea Hoheisel to be compensated for the Board meeting on October 13, 2026.

Exhibit Adopted: April 14, 2026

RESOLUTION ON EXCUSING BOARD MEMBER ABSENCE FOR PURPOSES OF MONTHLY COMPENSATION

WHEREAS, the members of the Governing Board of the Shasta Union High School District (Board) receive monthly compensation for meeting attendance in accordance with Education Code 35120 (EC 35120) and Board Bylaw 9250 - Remuneration, Reimbursement and Other Benefits (BB 9250);

WHEREAS, pursuant to EC 35120 and BB 9250, a Board member who is absent from a Board meeting shall not receive the pro rata monthly compensation for that meeting unless the Board finds, via resolution, that the Board member was absent due to the need to perform services for the district, illness, jury duty, or a hardship deemed acceptable by the Board at the time of the Board meeting; and

WHEREAS, Mike Bridges was absent from the Board meeting on October 13, 2026.

NOW THEREFORE BE IT RESOLVED, the Board finds that the absence of Mike Bridges from the Board meeting on October 13, 2026 is excused for the following reasons(s):

[ ] Performance of other designated duties for the district
[ ] Illness
[ ] Jury duty
[X] Hardship deemed acceptable by the Board

; and

BE IT FURTHER RESOLVED, the Board authorizes Mike Bridges to be compensated for the Board meeting on October 13, 2026.

Exhibit Adopted: April 14, 2026

RESOLUTION ON EXCUSING BOARD MEMBER ABSENCE FOR PURPOSES OF MONTHLY COMPENSATION

WHEREAS, the members of the Governing Board of the Shasta Union High School District (Board) receive monthly compensation for meeting attendance in accordance with Education Code 35120 (EC 35120) and Board Bylaw 9250 - Remuneration, Reimbursement and Other Benefits (BB 9250);

WHEREAS, pursuant to EC 35120 and BB 9250, a Board member who is absent from a Board meeting shall not receive the pro rata monthly compensation for that meeting unless the Board finds, via resolution, that the Board member was absent due to the need to perform services for the district, illness, jury duty, or a hardship deemed acceptable by the Board at the time of the Board meeting; and

WHEREAS, Andrea Hoheisel was absent from the Board meeting on October 20, 2026.

NOW THEREFORE BE IT RESOLVED, the Board finds that the absence of Andrea Hoheisel from the Board meeting on October 20, 2026 is excused for the following reasons(s):

[ ] Performance of other designated duties for the district
[ ] Illness
[ ] Jury duty
[X] Hardship deemed acceptable by the Board

; and

BE IT FURTHER RESOLVED, the Board authorizes Andrea Hoheisel to be compensated for the Board meeting on October 20, 2026.

Exhibit Adopted: April 14, 2026

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Foothill High School Sports Boosters Crab Feed

PREPARER: David Flores
Associate Superintendent of Business Services

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
Board Policy 7400, Consumption of Alcohol at Events Held at District Facilities, requires the Board to approve "special events" where alcohol will be consumed. Foothill High School Sports Boosters is seeking Board approval to host a crab feed event where food, beer and wine will be served as a fundraising event on February 6, 2027. Set up will occur on February 5th, break down and cleanup on February 7.

Event Description:
Foothill High School Sports Boosters is hosting the crab feed on Saturday, February 6, 2027. The event begins at 5:00 pm and ends at 10:00 pm. A No-Host bar will be available for the purchase of beer and wine. This is a 21 and over event, no one under 21 will be permitted. The proceeds will benefit the Foothill High School Sports Boosters.

REFERENCES:
BP 1330 and 7400

Shasta Union High School District
Application for Use of School Facility/Field
Please allow 2 weeks prior to event for approvals

Site _____

SHASTA UNION HIGH SCHOOL DISTRICT
Est. 1899
Educating Every Student for Success

APPLICANT:

Requesting Organization FHS SPORTS BOOSTERS Phone: 530-547-1700

Responsible Person: RONNY KNOWLES Email: _____

Address: PO BOX 643 Zip Code: 96073

Nature of Activity: CRAB FEED FUNDRAISER

Participants Expected: 500 Spectators Expected: Ø

Applicant has received or will receive for the activities herein listed contributions, cash collections, registration fees, admission fees, tuition, donations or other receipts estimated. $_____

The net proceeds will be used for: ATHLETICS

Is the use non-exclusive and open to the public? ☒ Yes ☐ No

EVENT INFORMATION:

Facility Requested LARGE GYM / KITCHEN Date(s) of Event: 2/6 (SETUP 2/5, 2/7)

Event Start Time: 5:00 PM Event End Time: 10:00PM Time entering building: 10 AM

EQUIPMENT REQUESTED

Screen	☒	Scoreboard	☐	*Restrooms*	☒
Heat/Air	☒	PA System	☒	Swim Lanes	☐
Bases	☐	Schematic	☐ *(additional fees may apply)*	Kitchen	☐ *(additional fees may apply)*

Tables: #_____ Chairs: #_____

Event Details:

TABLES / CHAIRS RENTED NEED SCHOOL KITCHEN / CULINARY ROOM

REQUIRED CERTIFICATION:

1. To the fullest extent permitted by law, Applicant shall defend, indemnify and hold harmless Shasta Union High School District (SUHSD), its elected or appointed officials, employees, agents and volunteers against any and all claims, demands, losses, damages, court costs, attorney fees, expenses, or costs of any kind or character arising out of use of SUHSD facilities by the Applicant, their employees, agents or guests, regardless of any active or passive negligence on the part of SUHSD its elected or appointed officials, employees, agents and volunteers

5. All facility use applications must include a "SUHSD Facilities Use Charges" form. Charges are determined by District personnel in consultation with requesting organization. Deposits are required upon demand by SUHSD and balance/full payment is due by event date. Refunds will be made upon cancellation with at least 48 hour advance notice. No refund of deposit will be made for cancellations within 48 hours of event.

6. FOR RENTAL OF ATHLETIC FACILITY- **WARNING: Use of steroid to increase strength or growth can cause serious health problems. Steroids can keep teenagers from growing to their full height; they can also cause heart disease, stroke, and damaged liver function. Men and women using steroids may develop fertility problems, personality changes and acne. Men can also experience premature balding and development of breast tissue. These health hazards are in addition to the civil and criminal penalties for unauthorized sale, use or exchange of anabolic steroids.**

7. I have read SUHSD Board Policy 1330. I am authorized by the organization listed on this application to enter into agreement with SUHSD for facility use. I understand the responsibility required of me and the members of the petitioning organization to abide by all rules and regulations stated in Board Policy 1330.

8. In executing this declaration the applicant certifies that he/she has been duly authorized by the herein set forth applicant to act in its behalf in making application for use of said facilities.

Signature of Applicant /Representative _____ **Date** 10-23-26.

Applicant Address _____ **Telephone (___)** _____

Approved by: _____ **Date** _____

OFFICE USE ONLY:

Facility available: ☐ Yes ☐ No School employee support required for this rental: ☐ Yes ☐ No

Approval: _____ Date: _____
Site Administrator (or Designee)

Insurance Certificate:

Limits Adequate	☐ Yes	☐ No
Additional Insured Endorsement	☐ Yes	☐ No
Primary Wording Provided	☐ Yes	☐ No

Record Date: _____ Date to Maintenance: _____

Custodial Fees: _____ / _____. _____ X _____ = $_____
(# Staff) (Hours worked) (Total hours) (Hourly rate) (Total Cost)

Invoice Date: _____

INVOICE TOTAL: $_____

State of California

DAILY LICENSE APPLICATION

Department of Alcoholic Beverage Control

ABC USE ONLY		
License #	Receipt #	Fee $
Conditions Requested ☐ Yes ☐ No		Diagram Requested ☐ Yes ☐ No
License Type ☐ B & W ☐ General ☐ Special		

Complete all applicable items. Submit this application to your local ABC district office with the required fee (cashier's check or money order) payable to ABC. Once the daily license is issued, fees cannot be refunded. Listing of ABC district office is available at https://www.abc.ca.gov/contact/district-offices/. Please visit https://www.abc.ca.gov/abc-221-instructions/ for further instructions.

SECTION 1. ORGANIZATION AND LICENSE TYPE INFORMATION

Organization Name: FootHill Sports Boosters. | Tax ID: 20-8069834

Organization Mailing Address: PO Box 643 Palo Cedro CA 96073.

LICENSE TYPE

☐ Special Daily Beer and Wine ($50.00)
- ☒ Amateur Sports Organization
- ☑ Charitable
- ☐ Civic
- ☐ Cultural
- ☐ Fraternal
- ☐ Political
- ☐ Religious
- ☐ Social
- ☐ Other:

☐ Daily General ($75.00)
- ☐ Political Party/Affiliate Supporting Candidate for Public Office or Ballot Measure
- ☐ Organization Formed for Specific Charitable or Civic Purpose
- ☐ Fraternal Organization in Existence over Five Years with Regular Membership
- ☐ Religious Organization
- ☐ Vessel per Section 24045.10 B&P ($50.00)

☐ Special Temporary License ($100.00)
- ☐ Television Station per Section 24045.2 or 24045.9 B&P
- ☐ Non-profit Corporation per Section 24045.4 and 24045.6 B&P
- ☐ Person Conducting Estate Wine Sale per Section 24045.8 B&P
- ☐ Women's Educational and Charitable Organization per Section 24045.3 B&P
- ☐ Other Special Temporary License Per Section:

License #: Amount:

SECTION 2. EVENT DETAILS

Event Dates	Total # of Days	Hours of Alcoholic Beverage Sales, Service and/or Consumption	Virtual Event (Mark Yes, if the event is 100% virtual)
2-6-27	1	5:00PM To 11:30 PM.	☐ Yes ☒ No

Event Address (Street #, Name, and City): 9733 Deschutes. RD Palo Cedro CA

Event Location Description (Jones Park, Pavilion A, etc.): FootHill High School

Location Within the City Limit: ☑ Yes ☐ No

Event Type:
- ☐ Barbeque ☒ Dinner ☐ Sporting Event
- ☐ Birthday ☐ Festival ☐ Social Gathering
- ☐ Concert ☐ Lunch ☐ Wedding
- ☐ Carnival ☐ Mixer ☐ Other:
- ☐ Dance ☐ Picnic

Type of Entertainment: FundRAISER

Event Open to Public: ☒ Yes ☐ No

Estimated Attendance	Security Guard	If Yes, How Many	Outdoor Event
475	☐ Yes ☒ No		☐ Yes* ☒ No *If Yes, a diagram of the event area is required

REQUIRED

☒ By checking this box, you are certifying that you understand the requirements detailed in Business and Professions (B&P) Code Section 25682(c) which state that a nonprofit organization that has obtained a temporary daily license from the department must designate a person(s) to receive RBS training certification prior to the event, and that designated person(s) shall remain onsite for the duration of the event.

SECTION 3. CONTACT INFORMATION

Contact Person	Phone Number	Email Address
Ron Knowles	530-209-8852	RKnowles@ASVentures.net

SECTION 4. SIGNATURES AND APPROVALS

I attest that I am authorized by the organization named above to make this application on its behalf.

Organization's Authorized Representative Name	Phone Number	Signature	Date Signed
Ron K	530-209-8852	Ron K	10-23-26
Property Owner Approval By (Name) Required	Phone Number	Signature	Date Signed
Law Enforcement Approval By (Name), If applicable	Phone Number	Signature	Date Signed
District Office Approval By (Name)	Phone Number	ABC Employee Signature	Issuance Date

The above named organization is hereby licensed, pursuant to the California B&P Code Division 9 and California Code of Regulations, to engage in the temporary sale of alcoholic beverages for consumption at the abovenamed location for the period authorized above. B&P Code Section 25682(c) requires that a designated RBS-trained person(s) shall remain on site for the duration of the event. Failure to comply with this requirement will result in immediate cancellation of the permit. **This license may be revoked summarily by the department if, in the opinion of the department and/or the local law enforcement agency, it is necessary to protect the safety, welfare, health, peace and morals of the people of the State.**

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Approve 2027-28 Curriculum Recommendation

PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:

SITE	DEPT	SUBJECT AREA	COURSE NAME
ALL	CTE	Marketing, Sales & Service	Entrepreneurship
ALL	CTE	Arts, Media & Entertainment	Animation

Shasta Union High School District
CURRICULUM PROPOSAL *(attach supporting documents)*

COURSE # _____ ABBR. COURSE TITLE: _____

COURSE NAME: Entrepreneurship **SUBJECT AREA:** Practical/Vocational Art

GRADE LEVEL(S): 12 **LENGTH OF COURSE:** 1 Year **UNITS:** ____ **OFFERED AT:** All

CTE: ☐No ☑Yes → **PATHWAY:** Business ☐Intro ☐Concentrator ☑Completer

UC/CSU a-g: Pending - Will Submit **REQUIREMENT:** g - CP Elective **APPROVAL DATE:** _____

PREREQUISITES: Intro to Business or CTE completer

COURSE DESCRIPTION:

Entrepreneurship is a project-based course where students anazlyze and develop a small business. Students will understand how the market economy and ownership leads to wealth creation. Students learn not only the skills necessary to become entrepreneurs but also the attitudes, characteristic, and techniques in successful entrepreneurs that they will need to succeed. Finally, learn to be able to save and make future investments in order to meet their financial goals in life. Students will learn to build analytical skills through solving complex problems and making shound decisions in order to produce a viable business.

Attach supporting information to include, but not limited to the following:

- ☐ Essential Standards the Course Will Cover
- ☐ Task Analysis: "what the students should know and how the instructor knows they have learned it." The task analysis covers the information on the template supplied by the Instructional Services Department and will thoroughly detail course timelines, vocabulary, resources and specific academic expectations.
- ☐ Connectivity with post-high school program (college and/or career).
- ☐ Provide documentation and/or research how this proposed course supports college and/or career readiness.

Rebecca Berg **DATE:** 11/2/26
REQUESTED BY

Rebecca Berg **DATE:** 11/2/26
DISTRICT DEPARTMENT CHAIR

DATE: 11/3/26
ASSOCIATE SUPERINTENDENT – INSTRUCTIONAL SERVICES

DATE: _____
SUPERINTENDENT

BOARD APPROVAL DATE: _____ **RESOLUTION #:** _____

Course

Entrepreneurship

Grade: 12

Length: Full Year

Environment

Subject: G College-Preparatory Elective

Discipline: Interdisciplinary

Institution: San Juan Unified School District

Course Overview

Entrepreneurship is a project-based college prep course where students analyze and develop a small business. Students will focus on four goals. They will learn the significance of math, reading, writing, and communicating to their future within the framework of starting and operating a small business. Students will understand how the market economy and ownership leads to wealth creation. Students learn not only the skills necessary to become entrepreneurs but also the attitudes, characteristic, and techniques in successful entrepreneurs that they will need to succeed. Finally, learn to be able to save and make future investments in order to meet their financial goals in life. Students will learn to build analytical skills through solving complex problems and making sound decisions in order to produce a viable business.

Through the study of entrepreneurship, students will learn the importance of the role of entrepreneurship in the market economy, opportunity recognition, communicate in business, ethical business behavior, social responsibility, competitive advantage and sustainability, market research and cost/benefit analysis, advertise and market products, business finances including pricing, operating costs, and projections. As students create their business plan, they will integrate academic knowledge to their own ventures, thus putting theory into practice.

Going into Business for Yourself

Collapse Units

1. Chapter 1 – What is Entrepreneurship
2. Chapter 2 – Your Potential as an Entrepreneur
3. Chapter 3 – Recognizing Opportunity
4. Chapter 4 – Global Opportunities

*Unit 1 Lab Business Plan Project – Getting Started

Pathway Standards:

C1.0 Define the role the entrepreneur plays in the free-enterprise system.

C1.1 Understand the role and importance of entrepreneurship and small business in the economy.

C1.6 Explore the impact of cultural and social environments on global trade.

C2.0 Analyze the development of successful personal entrepreneurial traits.

C2.1 Define and identify the following entrepreneurial characteristics: adaptability, competitiveness, confidence, discipline, perseverance, vision and risk taking.

C2.2 Analyze strengths and weaknesses of self in terms of entrepreneurial success.

C2.3 Deconstruct the reasons for success of key entrepreneurs.

C3.0 Understand the basic aspects of entrepreneurship.

C3.1 Know the risk management principles associated with small-business ownership.

C3.4 Examine current trends that provide both domestic and global opportunities for entrepreneurs.

C4.0 Develop creative and innovative thinking skills that apply to entrepreneurship and the products/services created.

C4.1 Define terms to develop the creative process such as originality, flexibility, brain storming, modification, associative and metaphorical thinking.

C4.2 Develop creative thinking in order to stimulate curiosity and promote divergence.

C4.3 Defend why failure is an opportunity to learn and to understand that creativity and innovation are a long-term and cyclical process of successes and mistakes.

C4.4 Explore recognized creative-minded individuals and their products and services.

C4.5 Defend why competitiveness depends on innovation.

C4.6 Create and design potential innovative twenty-first-century products and services.

C6.1 Identify and explain the components of a business plan.

C6.3 Conduct market research by using a variety of methods.

C6.4 Compare and contrast sample business plans, identifying strengths and weaknesses.

C6.5 Synthesize all elements into an original business plan.

Unit Assignments

1. Unit 1 – Going into Business for Yourself - In Unit 1, students explore what it takes to go into business for themselves. They will develop an understanding of entrepreneurship, and then examine their own potential as entrepreneurs. They will then explore the importance of recognizing opportunities, and identify key global opportunities that they can take advantage of as entrepreneurs. Students will also learn what it takes to develop an effective business plan.

1. Chapter 1 – What is Entrepreneurship
2. Chapter 2 – Your Potential as an Entrepreneur
3. Chapter 3 – Recognizing Opportunity
4. Chapter 4 – Global Opportunities

Key Assignments:

1. Unit 1 Lab Business Plan Project – Getting Started

Students begin their Business Plans working in teams of 4-5. Unit 1 will focus on the Management Team plan and Company Description. Students will utilize their reading, writing and critical thinking skills in their analysis of their selected business and in describing the attributes of the management team that they have assembled. Students will produce a 2-3 page analysis.

B. Unit 2 – Researching and Planning Your Venture

1. In Unit 2, Students will begin the real work of starting a business. The first thing they will learn is how to write a business plan. This unit also identifies how to spot a business opportunity and how to organize a market research to evaluate whether an opportunity has sufficient potential. It will also introduce students to the types of business ownership structures, as well as the legal aspects of organizing and running a business.
2. Chapter 5 – Feasibility and Business Planning
3. Chapter 6 – Market Analysis
4. Chapter 7 – Types of Business Ownership
5. Chapter 8 – The Legal Environment
6. Chapter 9 – Site Selection and Layout Planning

Unit Assignments
Key Assignment:

1. Unit 2 Lab Business Plan Project – Planning and Research

Students continue to work in their teams of 4-5 students. The focus for this unit will be on writing a Vision and Mission statement, Industry analysis, and Market Analysis. Students will research the industry of choice and synthesize the information into charts and graphs to communicate their findings.

C. Unit 3 – Managing Marketing Strategies

1. This unit will focus on students learning how to develop a marketing plan and how to promote their product. In addition, they will learn the principles of successful selling and how to estimate sales. An in-depth study of the 4 P's of Marketing (Product, Price, Place, and Promotion) will be the theme of this unit.
2. Chapter 10 – The Marketing Plan
3. Chapter 11 – The Price Strategy
4. Chapter 12 – The Promotion Strategy
5. Chapter 13 – The Promotion Strategy: Developing and Managing Sales

Unit Assignments
*Key Assignment:

1. Unit 3 Lab Business Plan Project – The Marketing Plan

Students will develop and write the Marketing Plan portion of the overall Business Plan. Focus will be on Target Market, Market Segmentation, and the 4 P's of Marketing. Students will present their Marketing Plan to the class as group presentations to further develop their public speaking skills.

D. Unit 4 – Managing Your Business Processes

1. – In this unit, students will analyze the requirements for implementation of their business. Topics will include Inventory Management, Production and Distribution, staffing, operations, and Human Resource Management.

1. Chapter 14 – Preparing and Planning to Manage
2. Chapter 15 – Managing Purchasing and Inventory
3. Chapter 16 – Production Management and Distribution
4. Chapter 17 – Managing Operations and Staffing
5. Chapter 18 – Managing Human Resources

Unit Assignments
Key Assignment:

1. Unit 4 Lab Business Plan Project – Getting Organized

The Business Plan project for this unit will focus on the Operational Plan and the Organizational Plan. The operational Plan section includes information about all of the processes that take place in the business. The Organizational Plan section offers information about the business's legal structure, record keeping, human resources, and legal and insurance issues.

E. Unit 5 – Managing the Finances of Your Business

1. In this Unit, Students are introduced to the basics of business finances, including essential financial documents and ratios. Students will also explore the various ways to acquire funding for their business ventures.

1. Chapter 19 – Financing Your Business
2. Chapter 20 – Accounting and Financial Planning
3. Chapter 21 – Financial Management

Unit Assignments
Key Assginment:

1. Unit 5 Lab Business Plan Project – Planning Your Finances

The Business Plan project will focus on the financial plan for the business. Students will create forecasted financial statements, including the Income Statement, Balance Sheet, Cash Flow, and break-even analysis. The Growth plan will look at how the business will expand in the future.

F. Unit 6 – Growing Your Business

1. In this unit, students will evaluate the opportunities for growing their business. An analysis of Risk Management, along with evaluating the Social and Ethical responsibilities of a business, will be among the topics discussed in this unit.

1. Chapter 22 – Risk Management
2. Chapter 23 – Making Your Business Grow
3. Chapter 24 – Social and Ethical Responsibility

Unit Assignments
Key Assignment:

1. Unit 6 Lab Business Plan Project – Finishing Touches

Students will finish writing their business plans. Tasks are to write a contingency plan addressing business risks, write an executive summary which is an overview of the plan, format the document with a table of contents, cover page, and supporting documents page.

Course Materials

Textbooks

Authors	Edition	Primary?	Publisher	Title	Website
Allen, Dr. Kathleen and Meyer, Dr. Earl	2016	Yes	McGraw-Hill	Entrepreneurship: Building a Business	--
Mariotti, Caslin and DeSalvo	2002	No	Spinelli and Hardy	Entrepreneurs in Profile	--

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Shasta Union High School District
CURRICULUM PROPOSAL *(attach supporting documents)*

COURSE # _____ ABBR. COURSE TITLE: _____

COURSE NAME: Animation I **SUBJECT AREA:** Visual & Performing Art

GRADE LEVEL(S): 9-12 **LENGTH OF COURSE:** 1 Year **UNITS:** ____ **OFFERED AT:** EHS Only

CTE: ☐No ☑Yes → **PATHWAY:** Arts, Media and Entertainment ☐Intro ☑Concentrator ☐Completer

UC/CSU a-g: Pending - Will Submit **REQUIREMENT:** f - Visual & Performing Arts **APPROVAL DATE:** _____

PREREQUISITES: None

COURSE DESCRIPTION:

Animation is an art course that provides the students the opportunity to study the cultural history of animation as a storytelling medium of communication. The class introduces students to various techizues in creating motion through animation form. Students will be encouraged to be creative and original in writing scripts for their projects. They will have the opportunity to develop communication and presentation skills by pitching their ideas to an audience. They will gain experience in collaborating and problem solving by working in a group to produce animation films. They will learn about the elements and principles of art by analyzing and evaluating professional animated work. They will develop critical thinking skills with multiple research projects. Students will ahve the opportunity to research and present career opportunities in the creative industry.

Attach supporting information to include, but not limited to the following:

- ☐ Essential Standards the Course Will Cover
- ☐ Task Analysis: "what the students should know and how the instructor knows they have learned it." The task analysis covers the information on the template supplied by the Instructional Services Department and will thoroughly detail course timelines, vocabulary, resources and specific academic expectations.
- ☐ Connectivity with post-high school program (college and/or career).
- ☐ Provide documentation and/or research how this proposed course supports college and/or career readiness.

Rebecca Berg **DATE:** 11/2/26
REQUESTED BY

Rebecca Berg **DATE:** 11/2/26
DISTRICT DEPARTMENT CHAIR

ASSOCIATE SUPERINTENDENT – INSTRUCTIONAL SERVICES **DATE:** 11/3/26

SUPERINTENDENT **DATE:** _____

BOARD APPROVAL DATE: _____ **RESOLUTION #:** _____

Animation

Grades: 9,10,11,12

Length: Full Year

Environment: Classroom-based

Honors: None

Subject: Visual & Performing Arts (F)

Discipline: Visual Arts

Institution: Irvine High School

Course Overview

COURSE DESCRIPTION

Animation is an art course that provides the students the opportunity to study the cultural history of animation as a storytelling medium of communication. The class introduces students to various techniques in creating motion through animation form. Students will be encouraged to be creative and original in writing scripts for their projects. They will have the opportunity to develop communication and presentation skills by pitching their ideas to an audience. They will gain experience in collaborating and problem solving by working in a group to produce animation films. They will learn about the elements and principles of art by analyzing and evaluating professional animated work. They will develop critical thinking skills with multiple research projects. Students will have the opportunity to research and present career opportunities in the creative industry.

COURSE OVERVIEW

The Animation course will offer opportunities for creativity, collaboration, and storytelling through animation films. Students will get the opportunity to develop original scene play through storyboarding and pitching their ideas that will be made into animation projects. Students will have the opportunity to create computer generated animation film by using computer software or explore stop motion animation through drawing and claymation. Students will learn to critically research and utilize knowledge of elements and principles of art in developing their projects.

Unit 1: History of Animation

Students discover, learn, evaluate, and analyze historical and global styles, trends, and techniques in the field of Animation art form. Students will analyze and study the earliest representations of motion in art such as the Paleolithic cave painting in Europe that depicted animals with multiple legs, to Indian god Shiva sculptures that usually have multiple arms to

represent movement of dance, and evolving to creating motion using such device as phenakistoscope. They will develop a wide perspective and understanding of the transitions and evolution of techniques and technology in Animation. Students will learn how technology has impacted animation globally.

Assignment 1:

In a group of 3, students will give oral presentations using online slide show on topic of history of animation. Each group will research and present specific historical period and changes that took place in the field of animation. They will explain the differences of styles and techniques.

Assignment 2:

Students will write a one page research paper on the evolution of technology in animation techniques. They will explain how changes in technology have impacted the animation industry globally.

Assignment 3:

Students will give oral presentation on an animator that has influenced and historically impacted the animation industry. They will prepare a presentation using an online open source presentation program such as Google Presentation.

Unit 2: Animation Foundation

Students learn the fundamental principles of creating illusion of motion. They will learn the concept of frame by frame changes and the ideas of frames per second (fps). They will understand the different visual effects between 12 fps, 24 fps, and 36 fps. They will learn about the technical differences between mediums and the output display devices that can affect the quality of film.

Assignment 1:

Students will learn Adobe Flash animating software. They will experiment with the software by creating simple movements and utilize the tools to create various visual effects. They will produce a user friend video format file.

Assignment 2:

Students will produce a creative bouncing ball animation. Students will make a 30 second animation in which the ball becomes a character. The project needs to include backgrounds and

tell a short story. Students will also include audio such as sound effects to enhance the communication of the story.

Unit 3: Elements and Principles of Art

Students will analyze how elements and principles of art are used in making art images and in cinematography. They will evaluate how elements and principles of art play a critical role in creating mood, style, and meaning in film and animation. Students will learn to look at images with critical eyes. They will be able to understand how filmmakers and animators create purposeful compositions and camera angles to communicate meaning and symbolism.

Assignment 1:

Students will read from the textbook, *The Visual Experience*, the chapters regarding Elements and Principles of Art and take notes on the definitions of line, shape, form, texture, color, value, space/perspective, balance, contrast, movement, rhythm, pattern, and harmony.

Assignment 2:

Students will identify and write examples of elements and principles of art from watching an animation film. They will explain and evaluate how the elements and principles of art were purposely used to create a scene in terms of mood and style.

Assignment 3:

Students will study camera angles and analyze how various perspectives are intentionally created to give mood and meaning to the story. Students will watch an animated film and write explanations of what importance each scene was in communicating the story through composition and perspective.

Unit 4: Collaboration, Creativity, and Problem Solving Skill

Students will learn the importance of collaboration in the work place. They will gain understanding that the ability to constructively work with others will foster creativity. They will experience problem solving situation in a collaboration setting. Students will experience effective communication skills.

Assignment 1:

Each student in the class will create a small section of an animation project that will be strung together as a whole. Each student will start with an image that will creatively transform into another student's image. Pair of students will find a solution to creatively metamorphosize the

images using Adobe Photoshop software.

Unit 5: Communication and Presentation

Students will learn the importance of effective communication skills in the work place. They will learn to present their ideas effectively to persuade the audience. They will learn to speak clearly, thoughtfully, and purposefully. They will learn about different types of speeches and delivery styles.

Assignment 1:

Students will pitch their storyboard idea to the class. They will vary their body language and act out the scenes to give clear vision of the scenes. They will vary their voices and mouth sound effects to communicate the mood of the story.

Unit 6: Cultural Research Study

Students will learn about the importance of researching cultures, environments, and historical content when developing a story and characters. Students will understand that in order to create a believable character and story they must be based on factual information and not on assumptions. Students will learn research skills using the Internet and its' best practices, recognizing reliable and credible resources.

Assignment 1:

Students will create an original character focusing on a particular historical and cultural background. They will draw a character with specific cultural clothes and style. They will write a brief essay that describes the character with cultural background story and the reasoning behind the character development.

Assignment 2:

Students will create an original architectural structure focusing on a particular historical and cultural background. They will draw a building with specific cultural features and details. They will write a brief essay that explains the reasoning behind the details of the structure.

Unit 7: Creative Writing and Visual Storytelling

Students will learn the process of producing a creative original story. They will explore their imagination. They will collaborate with peers to problem solve in brainstorming for ideas. They will utilize elements and principles of art when developing their project. They will incorporate various camera angles to communicate visually the mood of the scenes. They will apply their research skills to develop the characters and their environments.

Assignment 1:

Students will adapt a famous children's story and create their version. They will write a short summary and pitch their idea. They will than create a storyboard and a script. Finally, they will produce an animation project using technique of their choice such as Flash animation, stop motion animation, or traditional drawing method. They will use Adobe Premier to edit their projects that includes effective audio.

Assignment 2:

Students will develop an original story based on using a particular word as the theme, for example, *wonder*. They will write a short summary and pitch their idea. They will than create a storyboard and a script. Finally, they will produce an animation project using technique of their choice such as Flash animation, stop motion animation, or traditional drawing method. They will use Adobe Premier to edit their projects that includes effective audio.

Unit 8: Careers in Creative Industry

Students will learn about the various jobs and careers in the arts, media, and entertainment industries. They will explore the skills and education needed and desired in the creative field. They will learn about skills that can be used in multiple positions and cross-disciplinary jobs. They will learn about "hard skills" such as software and equipments. They will also learn about "soft skills" such as having a positive attitude, able to accept criticism, punctuality, reliability, responsibility, etc.

Assignment 1:

In a group of 3 students they will prepare an oral presentation on a job position in the animation or film industry. The presentation should include required education, technical skills, expected salary scale, availability of the job market, the process of applying for the job, location of the job market, and portfolio requirement.

Assignment 2:

Students will write their resume, cover letter, and thank you letter. They will research acceptable professional standard formats.

Assignment 3:

Students will have a mock job interview practice in a small group. Students will interview each

other and give constructive criticism. Each student will prepare 3 to 5 questions to ask during the interview.

Textbooks

Title	Authors	Publisher	Edition	Website	Is Primary
The Visual Experience	Hobbs, Salome, Vieth	Davis	Third Edition/2004	--	Yes

Manuals

Title	Authors	Publisher	Edition	Website	Read in Entirety
Cartoon Animation	Preston J. Blair	Walter Foster Publishing	1st/1994	--	No
The Illusion of Life, Disney Animation	Frank Thomas and Ollie Johnston	Disney Editions	Rev Sub/1995	--	No

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Career Technical Education Facilities Program Application

PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
The Career Technical Education Facilities Program (CTEFP) allocates funds to qualifying school districts that have a need for the construction of new facilities, modernization or reconfiguration of existing facilities, and/or purchase equipment. On April 23, 2025, the State Allocation Board approved $300 million for the next Career Technical Education Facilities Program (CTEFP) funding cycle. This is a competitive grant process and applications are due to the California Department of Education by December 1, 2026.

Shasta Union High School District is applying for a $2.2 million Proposition 2 grant, matched by Measure M funds, to construct and equip a new $4.4 million, 4,152-square-foot culinary facility at Enterprise High School.

The building will house the District's only culinary capstone program, currently serving 180 students from Enterprise, Foothill, and Shasta High Schools, while providing the physical space to accommodate future enrollment growth. A dedicated culinary lab, café classroom, and specialized support areas will allow students to practice food production, safe handling, and customer service in an industry-standard environment.

The modernized facility will better prepare students to earn workplace credentials through the ProStart curriculum, secure culinary employment, and seamlessly transition into articulated culinary coursework at Shasta College.

REFERENCES:
Education Code 17078 and Prop2CTEFP

Career Technical Education
Facilities Program Application

Form A - Cover Page (Revised 9/2026)

Local Educational Agency Contact Information

Local Educational Agency (LEA): Shasta Union High School District

C D S Code: 45-70136-0000000

Printed Name and Title of Contact: Leopoldo Perez - Associate Superintendent, Instructional Services

Address: 2200 Eureka Way **City:** Redding, CA. **Zip Code:** 96001 **County:** Shasta

Telephone Number:	Fax Number:	Email Address:
(530) 241-3261	(530) 245-2777	lperez@suhsd.net

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Abstract
Enterprise High School Culinary Facilities Project

Shasta Union High School District requests $2.2 million in Proposition 2 Career Technical Education Facilities Program funding to construct and equip a new culinary building at Enterprise High School. The estimated total project cost is $4.4 million, with a $2.2 million district match funded through Measure M. This investment will support the Food Service and Hospitality pathway within the Hospitality, Tourism, and Recreation industry sector and strengthen students' preparation for culinary employment and postsecondary education.

The proposed building will encompass approximately 4,152 square feet and provide two primary instructional spaces, a culinary laboratory and a café classroom. Supporting spaces will include food preparation and serving areas, receiving, dry and refrigerated storage, hydroponics, dishwashing, laundry, and associated support areas. The integrated layout will connect classroom instruction with practical experience in food production, safe food handling, sanitation, storage, and customer service. The project budget includes the new building, site improvements, related construction and professional services, and culinary equipment.

The facility will support Chef Prep 1 and Chef Prep 2, which use the National Restaurant Association's ProStart Level 1 and Level 2 curricula. Current enrollment reported by the instructor totals 180 students, including 144 in Chef Prep 1 and 36 in Chef Prep 2. Chef Prep 2 is the district's only culinary capstone course and serves students from Enterprise, Foothill, and Shasta high schools. These enrollments provide the initial planning baseline for students served by the new facility. The larger facility will provide space to accommodate future enrollment growth, subject to staffing, scheduling, and instructional capacity.

Instruction combines culinary laboratory practice with food safety, culinary mathematics, menu planning, cost control, teamwork, and restaurant operations. Students have opportunities to earn food-safety and workplace-readiness credentials. Articulation connections with Shasta College's CULA 45, Basic Food Production, and CULA 50, Sanitation and Safety, support progression into college culinary coursework.

The project's goals are to strengthen hands-on culinary instruction, support access to the district's shared capstone program, and prepare students to pursue industry credentials, employment, and further study. The district has identified General Fund, CTE, and CTE Incentive Grant resources to support ongoing equipment maintenance and upkeep. The new facility and continued operational support will strengthen the district's culinary pathway and its connection to college and career opportunities.

Part 1: Career Technical Education Plan

A. Labor Market Demand and Regional Complementarity

California Employment Development Department (EDD) 2022-2032 occupational projections for Shasta County demonstrate demand for trained culinary employees through growth and replacement openings. Restaurant cook employment is projected to increase by 15.4 percent, institutional and cafeteria cook employment by 7.7 percent, and baker employment by 8.3 percent. These occupations account for 1,320 projected openings over the decade, approximately 132 annually. Chefs and head cooks and food service managers account for another 340 openings, approximately 34 annually. These figures include openings from employment changes and workers leaving occupations or the workforce, rather than entirely new jobs. Although employment in the broader food preparation and serving group is projected to decline slightly, these openings support continued preparation of skilled culinary workers.

The Enterprise High School Culinary Facilities Project will strengthen instruction in food production, sanitation, safe equipment operation, culinary mathematics, menu planning, cost control, and customer service. Using ProStart curricula, students will apply these skills in a culinary laboratory and café classroom that connect food preparation with service and restaurant operations. This preparation supports entry-level employment and further education needed for advancement into chef, supervisory, and management positions.

The project complements nearby culinary programs at Shasta High School in Redding and Foothill High School in Palo Cedro. Both provide coursework feeding Enterprise's Chef Prep 2, the district's only culinary capstone. The new facility strengthens this shared advanced program while maintaining introductory instruction at the feeder high schools. Shasta College, on Old Oregon Trail in Redding, offers a Hospitality–Culinary Arts certificate and associate degree. Chef Leedy reports articulation connections with CULA 45, Basic Food Production, and CULA 50, Sanitation and Safety. Enterprise serves a distinct secondary role, preparing students from three high schools for employment and continued culinary study at the local college.

B. Proposed CTE Plan

The project supports the Hospitality, Tourism, and Recreation industry sector and the Food Service and Hospitality pathway. Enterprise's sequence consists of Chef Prep 1, the concentrator course, followed by Chef Prep 2, the capstone. Culinary coursework at Foothill and Shasta also prepares students for the shared capstone. Appendix A provides the framework for identifying the pathway, participating courses, course levels, and applicable 2025–26 CALPADS course numbers. ProStart Level 1 and Level 2 curricula connect technical instruction with practical food production and restaurant operations.

New construction will provide expanded, purpose-designed instructional space and equipment. The proposed approximately 4,152-square-foot building combines a culinary laboratory and café classroom with preparation, receiving, storage, serving, dishwashing, and other support spaces. These connected areas support instruction across foodservice operations for the current annual enrollment of 180 students. Separate classroom and laboratory spaces will also support future expansion through additional staffing and coordinated scheduling, subject to safe instructional capacity.

The grant budget covers construction and equipment for the new culinary building; renovation of existing culinary rooms is excluded.
Appendix B identifies advisory committee members, affiliations, and contact information. Members include industry, workforce, community, school, and student representatives. Industry partners have contributed input on equipment selection and facility planning. Continued advisory involvement will connect curriculum and instructional planning with current culinary workplace expectations.

C. Accessibility and Equity

The project will support access for all students, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. District-funded transportation brings Foothill and Shasta students to Enterprise's Chef Prep 2 at no cost. Transportation may expand to additional periods as enrollment and scheduling needs develop. The program provides all required clothing, footwear, tools, instructional supplies, and certification examinations, removing student costs as a barrier to participation.
The access plan will coordinate culinary instructors, counselors, career center staff, and student support personnel to explain course opportunities, prerequisites, transportation, and progression to the capstone. Facility visits, career fairs, and career and college exploration will reach students who may not otherwise consider culinary education. Staff will help students address scheduling barriers and connect with instructional support.
Instructional planning will include collaboration with special education and English learner staff. Strategies will include visual demonstrations, sequenced instructions, culinary vocabulary support, and accessible materials. Accommodations will reflect individual student plans and needs while maintaining essential food-safety practices.
Facility planning will consider accessible circulation and participation in laboratory and classroom activities. Enrollment and pathway completion will be reviewed by student group to identify gaps and guide outreach and support.

D. Professional Development, High-Quality Pathways, and Certifications

During installation, Chef James Leedy will receive training on unfamiliar equipment to support safe operation and instructional use. He will continue ProStart professional development as curriculum updates and training opportunities become available, incorporating equipment capabilities and updated practices into demonstrations, assignments, and assessments.
Chef Leedy attends culinary conferences, collaborates with instructors across North State school districts, and meets regularly with industry partners to keep instruction responsive to employer expectations. Students participate in culinary events where industry representatives provide feedback on their food preparation. Further collaboration with Shasta College and other North State community colleges will strengthen alignment between secondary coursework and postsecondary culinary study.
Students have opportunities to earn California Food Handler, California Work Ready, FIT (Force-in-Training), and Toast POS certificates. Chef Prep 1 also offers a Restaurant Management credential through ProStart, with a certification examination at the end of the course. Chef Prep 2 offers an Allergen Awareness certificate. These opportunities connect the sequenced pathway with food safety, restaurant management, workplace readiness, and foodservice technology.

Part 2: Projections of Student Enrollment

A. Projected Number of Students Served

The proposed facility will initially serve approximately 180 students annually, based on Chef James Leedy's updated enrollment: 144 students in Enterprise High School's Chef Prep 1 and 36 in Chef Prep 2. The capstone count includes participating students from Foothill and Shasta high schools. Students taking introductory culinary courses only at those feeder campuses are excluded from this facility enrollment total.

The district's longer-term planning target is approximately 360 students annually, doubling current enrollment through additional teachers and course sections. Separate classroom and culinary laboratory spaces will allow concurrent classes to rotate between classroom instruction and laboratory activities. Growth will depend on staffing, master scheduling, student demand, and safe instructional capacity.

The district is also considering a sixth- and seventh-period transportation block from Foothill and Shasta, supplementing the existing second- and third-period block. This option would expand access for students with scheduling conflicts and support the 360-student target; it is not counted as additional enrollment beyond that projection.

B. Enrollment Procedures and Sustainability

Recruitment will connect Enterprise, Foothill, Shasta, and feeder-school students with the culinary pathway through facility visits, career fairs, and career and college exploration. Visits by Foothill and Shasta culinary students will introduce the shared capstone and demonstrate how advanced instruction builds on their existing coursework. Feeder-school outreach will introduce younger students to culinary careers and future course opportunities.

Culinary instructors, counselors, and career center staff will communicate prerequisites, course sequences, transportation options, and capstone opportunities. Course planning will help students progress from introductory and concentrator coursework into Chef Prep 2, sustaining enrollment as students complete the pathway. Outreach will include students who have not previously considered culinary education and the student groups identified in Part 1C.

District-funded transportation and program coverage of all required clothing, footwear, tools, supplies, and certification examinations will reduce barriers to enrollment and continued participation. Additional staffing, sections, and transportation will be coordinated with student demand and available resources to support sustainable growth.

Part 3: Identification of Feeder Schools and Partners

A. Identify Feeder Schools and Partners for the Proposed Project

The Enterprise High School Culinary Facilities Project connects Enterprise, Foothill, and Shasta high schools through a shared culinary pathway culminating in Chef Prep 2 at Enterprise. Appendix C identifies participating representatives and their roles. Feeder partners include Enterprise Elementary, Junction Elementary, Mountain View, and Redding school districts, with school representation including Boulder Creek, Parsons Junior High, Turtle Bay, and Sequoia Middle. Collaboration will support facility visits and career exploration that introduce students to culinary education and help them plan their progression into high school coursework.

Industry and community partners include C.R. Gibbs Restaurant, Black Bear Diners Inc., Rolling Hills Casino, Lucente Cucina Restaurant, SMART Workforce Center, and other organizations listed in Appendix C. Industry representatives have contributed input on equipment selection and facility planning. Their continuing guidance will help align curriculum, laboratory activities, and workplace preparation with employer expectations. Counselor and student participation will inform access, student interests, and pathway progression.

Collaboration with Leslie Hyatt, Culinary Arts/Hospitality Instructor at Shasta College, will focus on curriculum mentorship, college alignment, and preparation for continued culinary study. This work will build on the program's reported articulation connections with CULA 45 and CULA 50. Partner letters of support will document involvement and commitments, complementing the participation identified in Appendix C.

Part 4: The Accountability Plan

A. Enrollment, Expected Outcomes, and Reporting

The Shasta Union High School District CTE department will oversee accountability for enrollment, certification, and postsecondary outcomes. Initial annual enrollment is projected at 180 students, including 144 in Chef Prep 1 and 36 in Chef Prep 2. The certification target is for all 180 students to earn or qualify for at least one industry-recognized certification or certificate available through their coursework. This is a program target, not a claim of universal attainment. Certification records will distinguish students earning credentials from those qualifying for them and count each student once in the overall attainment total.

Of the 36 current capstone students, 31 are seniors. The program's approximate planning baseline is that 40 percent of graduating capstone students enter related employment, apprenticeship, military service, or postsecondary study, with most entering industry employment. Within the first two full school years after the facility opens, the combined target will increase to approximately 45-50 percent. At the current graduating cohort size, this represents approximately 14-16 students annually: 11-12 entering related employment, apprenticeship, or military service and 3-4 entering related postsecondary study. Stronger industry relationships and collaboration with Shasta College will support these targets, with particular emphasis on transitions into college culinary programs. Targets will be reviewed as graduating cohorts change. Students participating in both employment and education will be recorded in both categories but counted once in the combined outcome total.

The CTE department will use enrollment and course-completion records, instructor certification records, and the student-tracking software the district is acquiring to monitor progress. The planned software will support tracking during high school and continued contact after graduation through retained student accounts. Graduate follow-up and surveys of local community colleges and industry partners will supplement these records. Reports will distinguish confirmed outcomes from unknown outcomes and identify response rates.

An annual review will compare enrollment, credential attainment, and graduate destinations with program targets. Staff will examine participation and completion by student group to identify gaps and recommend improvements in recruitment, instruction, student support, and partner connections. The CTE department will share aggregate findings with the school board, advisory committee, parents, community members,

college and industry partners, and other stakeholders, and report to CDE as required. Public summaries will protect individual student information.

B. Support for Education Code Section 51228

The project will expand the district's capacity to provide students with a course of study that develops entry-level employment skills, supporting its obligations under Education Code Section 51228(b). Chef Prep 1 and Chef Prep 2 integrate academic and career skills through culinary mathematics, recipe interpretation, food safety, cost control, communication, and applied foodservice instruction. The new laboratory, café classroom, and support spaces will allow students to practice connected tasks in preparation, production, service, and sanitation using industry-relevant equipment.

The shared capstone, district-funded transportation, and coverage of required student costs will support access across Enterprise, Foothill, and Shasta high schools. Expanded instructional space will support additional sections as staffing and scheduling permit. Counselors and CTE staff will coordinate pathway participation with graduation requirements and students' postsecondary plans. Articulation connections and continued alignment with Shasta College will support progression into advanced culinary study while preserving preparation for direct entry into employment.

Part 5: Educational Specifications and Equipment/Space Requirements

A. Project Description

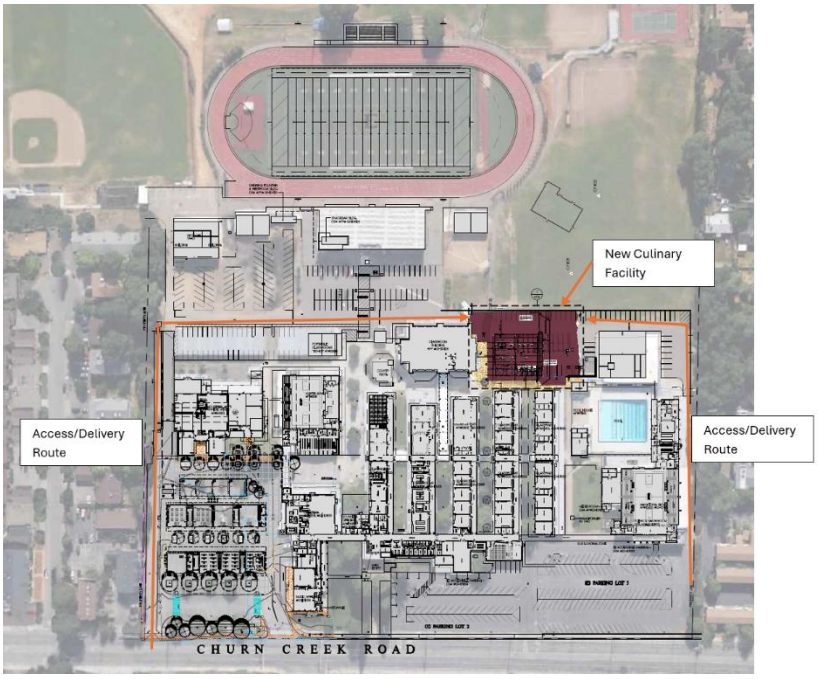
The project will construct and equip one new, approximately 4,152-square-foot culinary building supporting the Hospitality, Tourism, and Recreation industry sector and Food Service and Hospitality pathway. The building will contain two primary instructional spaces, a culinary laboratory and café classroom, supported by dedicated receiving, pantry and refrigerated storage, service, hydroponics, warewashing, laundry, office, and other support areas.

The project is new construction and does not include demolition, conversion, or renovation of the existing culinary classrooms. The current facility is overcrowded and does not provide adequate classroom-to-laboratory flow, student workstations, current commercial equipment, storage, receiving, service space, or space for hydroponics and expanded farm-to-fork instruction. The new site also improves delivery access. The existing culinary facility is located within the center of campus, making deliveries difficult. The proposed building is adjacent to parking and will have access through three planned access routes, improving movement of food, equipment, supplies, and delivery vehicles.

Site planning has addressed accessibility, utilities, environmental health, and food-service infrastructure. Plans incorporate electrical, gas, water, drainage, grease-interceptor and related systems required to support the commercial culinary operation.

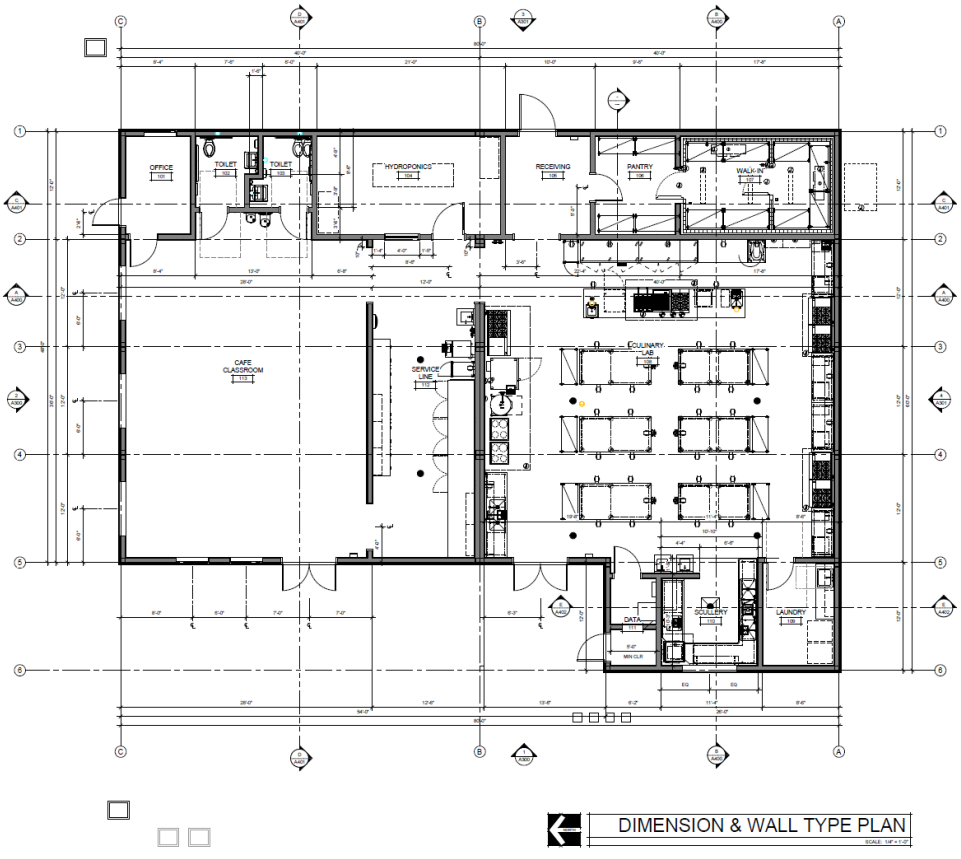
B. School Site Plan

The school site plan identifies the location of the proposed culinary building in relation to the existing campus, adjacent parking, applicable campus facilities, and delivery/access routes.



C. Schematic Drawing

The attached schematic identifies the dimensions and layout of the proposed facility and shows the culinary laboratory, café classroom, instructional and support spaces, and locations of planned food-service equipment.



D. Space Requirements

The facility is designed to integrate classroom instruction, commercial food production, service, sanitation, storage, receiving, and specialized instruction within one coordinated facility. The two primary instructional spaces are the 986-square-foot café classroom and 1,404-square-foot culinary laboratory. The café classroom will support lecture, culinary mathematics, food safety, menu planning, cost control, restaurant management, teamwork, customer service, and front-of-house instruction. The culinary laboratory will provide the principal hands-on equipment and food-production area. Support and specialized instructional areas include a 403-square-foot service line, 222-square-foot hydroponics room, 186-square-foot walk-in area, 107-square-foot scullery, 102-square-foot receiving area, 99-square-foot pantry, and 90-square-foot laundry area, together with office, data, restroom, and mechanical/support spaces. The hydroponics area provides dedicated space for farm-to-fork instruction that is not available in the current facility. The service line and café support instruction in food presentation, customer service, and restaurant operations. Receiving, dry and refrigerated storage, food preparation, production, service, and warewashing are separated into functional areas that support safe movement of food, supplies, equipment, students, and staff. The food-service plan identifies commercial cooking, preparation, sanitation, refrigeration, storage, ventilation, and safety equipment throughout these areas. Equipment includes commercial ranges and ovens, induction cooking equipment, a tilting skillet, broiler and fryer equipment, instructor demonstration and work areas, mobile student workstations, refrigeration and freezer equipment, walk-in storage, sinks, commercial dishwashing, exhaust hoods, and fire-suppression systems. An outdoor cooking area will further support instruction using smokers, barbecues, griddles, and related equipment.

E. Facilities/Equipment Planning Process

Educational space and equipment needs were developed through collaboration among the culinary instructor, district staff, architectural and food-service design professionals, and industry and community partners. Chef James Leedy's instructional experience and the ProStart Level 1 and Level 2 curriculum informed the need for classroom, laboratory, food-production, service, storage, sanitation, hydroponics, and demonstration spaces. Architectural and food-service plans translated those instructional needs into a commercial-style facility and detailed equipment layout. Industry and community representatives reviewed the project through the culinary advisory process. At the October 26, 2026 advisory meeting, members reviewed the grant proposal, site and facility design, instructional model, and equipment plan. The committee approved moving forward with the grant proposal and raised no objections to the site plan or instructional model. Members were invited to recommend equipment additions or modifications, allowing continued industry input as equipment planning is finalized.

The design reflects commercial food-service practices by providing separate receiving, storage, preparation, cooking, service, and warewashing functions; refrigerated and frozen storage; commercial sanitation equipment; exhaust and fire-suppression systems; accessible fixtures; and commercial cooking and production equipment. These features allow instruction to mirror the organization and workflow students will encounter in food-service workplaces.

The project will expand educational activities beyond what the current facility can adequately support. Students will be able to work in a larger commercial-style laboratory with sufficient instructional work areas, move between classroom and laboratory instruction more efficiently, participate in café and customer-service operations, use updated commercial equipment, receive and store products through dedicated areas, conduct hydroponic and farm-to-fork activities, and participate in outdoor cooking instruction. The expanded facility will also allow classroom and laboratory instruction to occur concurrently when staffing and scheduling permit.

F. Program and Space Justification

The facility directly supports Chef Prep 1 and Chef Prep 2 and the ProStart Level 1 and Level 2 curriculum. Current enrollment is approximately 180 students annually, including 144 Chef Prep 1 students and 36 Chef Prep 2 students. The district's longer-term planning target is approximately 360 students annually through additional staffing, course sections, scheduling, and transportation.

The café classroom and culinary laboratory are each planned to accommodate a class of up to 36 students. With appropriate staffing and scheduling, one class may use the café classroom while another uses the culinary laboratory, with classes rotating between classroom and laboratory instruction according to the instructional activity. This provides capacity for two classes to operate concurrently rather than requiring all instruction to compete for a single classroom/laboratory environment.

The advisory planning concept includes future capacity for five culinary sections, three Chef Prep 2 sections and two Chef Prep 1 sections, serving students from Enterprise, Foothill, and Shasta high schools. Expansion will remain dependent on staffing, master scheduling, transportation, student demand, and safe instructional capacity.

Each space directly supports coursework. The café classroom supports food safety, culinary mathematics, menu development, cost control, management, customer service, and restaurant operations. The culinary laboratory supports cooking methods, preparation, safe commercial-equipment operation, production, sanitation, plating, and applied food-service skills. The service line and café connect production with front-of-house operations; receiving, pantry, walk-in storage, and scullery support commercial food flow and sanitation; hydroponics supports farm-to-fork instruction; and the outdoor cooking area expands production methods available to students.

Together, the spaces and equipment address the current program's overcrowding, limited workstations, outdated commercial equipment, inadequate storage and service space, difficult delivery access, and lack of dedicated hydroponics and café-service areas. The project provides the instructional capacity and industry-relevant environment needed to serve current enrollment while creating a practical foundation for future growth.

Part 6: Budget Justification/Detail Sheet (Form B)

A. Estimated Annual Capital Cost Per Student

The estimated total capital cost of the project is $4,400,000, including construction, site improvements, professional and related project costs, and equipment. For purposes of estimating annual capital cost per student, the district used a conservative 10-year analysis period, consistent with the CTE Facilities Program requirement that eligible

equipment have a useful life of at least 10 years. The facility itself is expected to provide instructional value beyond this period.
Using the current annual enrollment baseline of 180 students, the calculation is: $4,400,000/10 years = $440,000 in annualized capital cost; $440,000/180 students = approximately $2,444 per student annually. This calculation uses current enrollment rather than anticipated growth, providing a conservative estimate that does not depend on future staffing or enrollment expansion. If the program reaches its longer-term planning target of approximately 360 students annually, the annualized capital cost would decrease to approximately $1,222 per student. The investment therefore provides long-term instructional capacity while reducing the effective capital cost per student as utilization of the facility increases.

B. Business and Industry Financial Participation and Ongoing Support
The $4.4 million project is not dependent on business or industry donations for construction or equipment. The district will provide the required $2.2 million local match through Measure M, with the remaining $2.2 million requested through the CTE Facilities Program.
Business and industry partners have participated primarily through project review, facility and equipment planning, and advisory input. Current partners include C.R. Gibbs Restaurant, Black Bear Diners Inc., Rolling Hills Casino, Lucente Cucina Restaurant, and other representatives identified in Appendix C. At the October 26, 2026 advisory meeting, partners reviewed the proposed facility, instructional model, and equipment plan, approved moving forward with the project, and were invited to recommend equipment additions or modifications.
The district is collecting letters of support documenting each participating partner's specific involvement and planned ongoing support. Confirmed financial, in-kind, equipment, mentoring, work-based learning, employment, or other commitments will be incorporated into this section and attached as Part 6B supporting letters before final grant submission. No unconfirmed partner contribution is included in the project budget.

C. Business and Industry Input in Equipment Needs
Equipment needs were developed through a collaborative planning process led by Chef James Leedy with input from culinary and food-service industry partners, Shasta College culinary faculty, district Business Services and Maintenance/Facilities staff, and food-service design professionals. The group reviewed instructional needs, commercial food-service practices, student capacity and safety, utility and maintenance requirements, and available funding to develop a focused list of commercial-grade equipment that supports ProStart Level 1 and Level 2 instruction and prepares students to work with equipment and workflows used in industry.
Industry input continued through the culinary advisory process. At the October 26, 2026 meeting, partners reviewed the facility and equipment plan and were invited to identify needed additions or modifications. This collaborative process helped ensure that equipment selections reflect both instructional requirements and current workplace expectations rather than being determined by the district in isolation.

D. Objective Expenditure of Grant Funds

Grant expenditures will be reviewed by district Business Services, Facilities/Maintenance staff, and program personnel to ensure purchases are necessary, reasonable, and consistent with the approved project scope and Form B. Equipment will be evaluated for price, instructional need, compatibility with the facility, safety, warranty coverage, expected maintenance and upkeep, and long-term value. Only eligible equipment with a useful life of at least 10 years will be purchased with grant funds.
Equipment specifications, makes and models, quantities, pricing, warranties, installation requirements, and maintenance considerations will be reviewed before purchase. This process will balance cost with durability, safety, instructional suitability, and ongoing operating requirements so that grant funds support equipment that can be maintained and used effectively throughout its expected service life.

E. Ongoing Maintenance and Upkeep
After grant funds are expended, Shasta Union High School District will sustain the facility and equipment through its existing district funding and maintenance structure. General Fund, CTE, and CTE Incentive Grant resources have been identified to support ongoing equipment maintenance and upkeep, while routine facility maintenance will be supported through the district's regular maintenance resources.
These ongoing district resources will support preventive maintenance, repairs, servicing, and replacement needs as equipment ages. By incorporating the new facility and equipment into established district maintenance and CTE funding processes, the project will not depend on continued grant funding for normal operation and upkeep.

Part 7: Unique Conditions
A. Unique Conditions
Enterprise High School houses the district's only culinary capstone, creating a unique districtwide instructional model in which students from Enterprise, Foothill, and Shasta high schools access advanced culinary instruction at one site. Introductory culinary coursework remains available at the feeder high schools, while district-funded transportation and coordinated scheduling allow students to travel to Enterprise for Chef Prep 2. This centralized model allows specialized commercial equipment and advanced instruction to serve students across three comprehensive high schools but requires sufficient instructional capacity, scheduling flexibility, and reliable access for students and deliveries. The existing facility is overcrowded, has limited workstations, storage and service space, and is located within the center of campus where deliveries are difficult. The proposed facility addresses these physical and operational conditions while strengthening equitable districtwide access to the shared capstone.

Career Technical Education Facilities Program
Eighth Funding Cycle Application

Form B – Budget Justification/Detail Sheet (Rev. 9/2026)

Local Education Agency: Shasta Union High School District

Name of Industry Sector: Hospitality, Tourism, and Recreation

Name of Pathway(s): Food Service and Hospitality

Provide sufficient detail to justify the budget. The budget justification page(s) must provide all required information even if the items have already been identified and discussed in another section. For each expenditure type, list the associated costs. The scope and budget in this application must be consistent with the funding application submitted to Office of Public School Construction. Equipment without a 10 year life span are not eligible.

Facilities Description and Cost

New culinary building / modular building contract: $2,198,000.00

Site work, utilities, access, grading, and related site improvements: $1,000,000.00

Architectural/engineering, inspection/testing, DSA/plan review, project administration, contingency, and other soft costs (planning allocation): $702,000.00

Facilities subtotal: $3,900,000.00

Equipment Description	Make	Model	Quantity	Price	Subtotal
1 - Soiled dishtable with sink (custom stainless; planning allowance)	Fabricator	CUSTOM	1	$7,500.00	$7,500.00
1.1 - Pre-rinse unit	T&S Brass	B-0133	1	$579.09	$579.09
2 - Overhead slanted rack shelf (custom stainless; planning allowance)	Fabricator	CUSTOM	1	$2,000.00	$2,000.00
3 - Door dishwasher with booster heater (schedule model; final vendor model/quote to verify)	Hobart	AM16T-ADV	1	$25,990.41	$25,990.41
4 - Condensate hood (custom; planning allowance)	CaptiveAire	CUSTOM	1	$7,500.00	$7,500.00
5 - Clean dishtable (custom stainless; planning allowance)	Fabricator	CUSTOM	1	$4,500.00	$4,500.00
6 - Overhead wall shelf (custom stainless; planning allowance)	Fabricator	CUSTOM	1	$1,500.00	$1,500.00
7 - Three-compartment sink (custom stainless; planning allowance)	Fabricator	CUSTOM	1	$5,500.00	$5,500.00
7.1 - Pre-rinse with add-on faucet	T&S Brass	B-0287	1	$749.92	$749.92
7.2 - Faucet	T&S Brass	B-0290	1	$432.85	$432.85
9 - ADA hand sink	Eagle Group	HSAP-14-ADA-FW	2	$2,549.00	$5,098.00
10 - Worktable with prep sinks (custom stainless; planning allowance)	Fabricator	CUSTOM	1	$5,000.00	$5,000.00
10.1 - Faucet	T&S Brass	B-0231	1	$197.83	$197.83
11 - Overhead wall shelf (custom stainless; planning allowance)	Fabricator	CUSTOM	1	$1,500.00	$1,500.00
12 - Type I exhaust hood (custom; planning allowance)	CaptiveAire	ND2	1	$10,000.00	$10,000.00
12.1 - Fire suppression system (planning allowance)	CaptiveAire / ANSUL	R-102	1	$8,126.13	$8,126.13

Equipment Description	Make	Model	Quantity	Price	Subtotal
12.2 - Stainless steel wall flashing (custom; planning allowance)	Fabricator	CUSTOM	1	$4,000.00	$4,000.00
13 - Induction range with oven	Frigidaire	FCFI3083AS	2	$949.00	$1,898.00
14 - 15-gallon tilting skillet	Cleveland Range	SET-15-H	1	$14,464.00	$14,464.00
15 - Double-stack combination oven	RATIONAL	ICP 6-FULL ON 6-FULL E 208/240V 3 PH	1	$45,312.00	$45,312.00
15.1 - Water filter system	RATIONAL	1900.1158US	1	$1,719.00	$1,719.00
16 - Range with 6 open burners, 24" griddle, and ovens	Cooking Performance Group	S60-GS24-N	1	$2,529.00	$2,529.00
21 - Instructor demo station with prep sink (custom stainless; planning allowance)	Fabricator	CUSTOM	1	$8,000.00	$8,000.00
21.1 - Faucet	T&S Brass	B-0221	1	$189.75	$189.75
21.2 - Drawer (custom stainless; planning allowance)	Fabricator	CUSTOM	1	$750.00	$750.00
22 - Hand sink	Eagle Group	HWB-T	1	$1,849.00	$1,849.00
23 - Undercounter refrigerator	True	TUC-27-HC	1	$2,524.28	$2,524.28
24 - Type I exhaust hood (custom; planning allowance)	CaptiveAire	ND2	1	$10,000.00	$10,000.00
24.1 - Fire suppression system (planning allowance)	ANSUL	R-102	1	$6,000.00	$6,000.00
25 - Countertop fryer	Avantco	177F202	1	$338.99	$338.99
26 - 24" broiler	Wells	HDCB-2430G	1	$2,377.00	$2,377.00

Equipment Description	Make	Model	Quantity	Price	Subtotal
27 - Two-open-burner hotplate	Black Diamond	BDCTH-12	2	$376.99	$753.98
28 - Trash can	Rubbermaid	FG354060GRAY	1	$41.99	$41.99
29 - Mobile heated cabinet	Winholt	NHPL-1836-ECOC	2	$1,878.00	$3,756.00
30 - Three-door reach-in freezer	True	T-72F-HC	1	$9,717.24	$9,717.24
31 - Three-door reach-in refrigerator	Xiltek	XR-3G-HC	1	$7,995.00	$7,995.00
32 - Instructor work counter (custom stainless; planning allowance)	Fabricator	CUSTOM	1	$5,000.00	$5,000.00
33 - 20-quart mixer	Hobart	HL200C-1STD	1	$13,500.00	$13,500.00
33.1 - Mobile equipment stand (custom; planning allowance)	Fabricator	CUSTOM	1	$1,500.00	$1,500.00
38 - Worktable (custom stainless; planning allowance)	Fabricator	CUSTOM	4	$1,500.00	$6,000.00
38.1 - Drawer (custom stainless; planning allowance)	Fabricator	CUSTOM	4	$750.00	$3,000.00
39 - Overhead wall shelf (custom stainless; planning allowance)	Fabricator	CUSTOM	4	$1,500.00	$6,000.00
40 - Trash can	Rubbermaid	FG354060GRAY	4	$41.99	$167.96
41 - Type I exhaust hood (custom; planning allowance)	CaptiveAire	ND2	2	$10,000.00	$20,000.00
41.1 - Fire suppression system for multi-hood line (planning allowance)	CaptiveAire / ANSUL	R-102	1	$12,000.00	$12,000.00
42 - Range with 4 burners, 12" griddle, and oven	Imperial Range	IR-4-G12	4	$7,854.00	$31,416.00
43 - Mobile student worktable/station (custom stainless; planning allowance)	Fabricator	CUSTOM	6	$5,000.00	$30,000.00

Equipment Description	Make	Model	Quantity	Price	Subtotal
44 - Retractable drop cord - included in electrical/facilities scope; not double-counted	Electrical Contractor	BY EC	6	$0.00	$0.00
45 - Mobile storage shelving, 21" x 48"	Metro	MQ-214868G-MP-4	6	$936.80	$5,620.80
46 - Mobile storage shelving, 21" x 48"	Metro	5A456EC	2	$628.00	$1,256.00
46.1 - Mobile storage shelving, 21" x 60"	Metro	5A466EC	2	$688.00	$1,376.00
47 - Walk-in cooler, +35°F (custom panel box; planning allowance)	Thermo-Kool	CUSTOM	1	$15,000.00	$15,000.00
47.1 - Evaporator coil, cooler (planning allowance)	Thermo-Kool	TBD	1	$4,000.00	$4,000.00
48 - Cold-room storage shelving, 24" x 48"	Metro	MQ-244868G-MP-4	5	$981.60	$4,908.00
48.1 - Cold-room storage shelving, 24" x 60"	Metro	MQ-246068G-MP-4	3	$1,075.20	$3,225.60
49 - Walk-in freezer, -10°F (custom panel box; planning allowance)	Thermo-Kool	CUSTOM	1	$20,000.00	$20,000.00
49.1 - Evaporator coil, freezer (planning allowance)	Thermo-Kool	TBD	1	$5,000.00	$5,000.00
50 - Condensing unit rack (planning allowance)	Thermo-Kool	TBD	1	$7,000.00	$7,000.00
55 - ADA hand sink	Eagle Group	HSAP-14-ADA-FW	1	$2,549.00	$2,549.00
56 - Ice machine with bin (specified model discontinued; current equivalent pricing basis)	Avantco	KMC-350-B2H / current equiv. KMC-H-322-A	1	$2,329.00	$2,329.00

Equipment Description	Make	Model	Quantity	Price	Subtotal
56.1 - Water filter	Everpure	QC7I PF SINGLE 7FC-S (EV932891)	1	$451.43	$451.43
57 - Work counter - included by others/facilities scope; not double-counted	By Others	BY OTHERS	1	$0.00	$0.00
58 - Undercounter refrigerator	True	TUC-48-HC	2	$3,791.10	$7,582.20
59 - Undercounter freezer	True	TUC-48F-HC	1	$4,406.38	$4,406.38
Equipment procurement subtotal					**$423,677.83**
CA sales/use tax planning allowance (7.25%)					**$30,716.64**
Freight, delivery, equipment installation, commissioning, seismic anchorage, and start-up planning allowance, excluding utility/site work included in the facilities budget					**$45,605.53**
Equipment subtotal					**$500,000.00**

Pricing and Verification Notes

Planning price basis, Board Review Version, October 28, 2026: quantities, makes, and models are taken from the September 3, 2026 food-service equipment schedule and July 16, 2026 cut sheet book. Standard equipment uses current public market pricing where available. Custom-fabricated and quote-only equipment uses planning allowances based on comparable commercial food-service equipment and must be replaced with final vendor quotes.

Equipment item numbers correspond directly to the project food-service equipment schedule. Numbering gaps are intentional because Items 8, 17–20, 34–37, and 51–54 are identified as “SPARE NUMBER” on the design schedule; decimal item numbers identify components associated with the corresponding primary equipment item.

The 7.25% sales/use-tax amount and the freight/delivery/installation/commissioning allowance are planning allowances for budget reconciliation. Item 3 dishwasher pricing uses a current comparable Hobart tall-base unit pending confirmation of the scheduled AM16T-ADV configuration. Item 56 uses the current Avantco equivalent because the scheduled KMC-350-B2H is discontinued. Items 44 and 57 are shown at $0 in the equipment table because they are included in other project scope and should not be double-counted. All equipment remains subject to the CTEFP minimum 10-year useful-life requirement and final district/vendor verification. **Estimated Total Cost of Project: $4,400,000.00**

Career Technical Education Facilities Program
Eighth Funding Cycle Application

Appendix A (Rev. 9/26)

Identify the industry sector, pathway, sequence of courses being considered and the CALPADS numbering.

Industry Sector: Hospitality, Tourism, and Recreation

Pathway 1: Food Service and Hospitality

Sequence of Courses

Course Level	Course Name	CALPADS #
Introductory		
Concentrator 1	Intermediate Food Service and Hospitality - Chef Prep 1	8020
Concentrator 2		
Capstone	Advanced Food Service and Hospitality - Chef Prep 2	8021

Pathway 2: [Enter text]

Sequence of Courses

Course Level	Course Name	CALPADS #
Introductory		
Concentrator 1		
Concentrator 2		
Capstone		

Pathway 3: [Enter text]

Sequence of Courses

Course Level	Course Name	CALPADS #
Introductory		
Concentrator 1		
Concentrator 2		
Capstone		

Pathway 4: [Enter text]

Sequence of Courses

Course Level	Course Name	CALPADS #
Introductory		
Concentrator 1		
Concentrator 2		
Capstone		

Pathway 5: [Enter text]

Sequence of Courses

Course Level	Course Name	CALPADS #
Introductory		
Concentrator 1		
Concentrator 2		
Capstone		

Career Technical Education Facilities Program
Eighth Funding Cycle Application

Appendix B (Rev. 9/26)

List the membership of the advisory committee required pursuant to California Education Code Section 8070

Name	Address	Phone Number	E-Mail	Affiliation
Ed Rullman	2300 Hilltop Dr. Redding, Ca. 96002	530-221-2335	ed@crgibbs.com	C.R.Gibbs Restaurant
Janessa Hartmann	1851 Hartnell Ave Redding, Ca. 96002	530-224-4900	jhartmann@ucanr.edu	U.C. Shasta Cluster
Robert Simpson	280 Hemsted Dr. Ste. 200 Redding, Ca. 96002	916-622-8939	Bob.simpson@blackbeardiner.com	Black Bear Diners Inc.
Deborah Leedy	10863 Iron Mountain Rd. Redding, Ca. 96001	530-246-0409	Deborah.leedy@weyerhaeuser.com	Weyerhaeuser Lumber Distribution Center
Carol Dellaragione	4850 Cedars Rd. Redding, Ca. 96001	530-604-7626	mscturner@aol.com	Sons and Daughters of Italy
Keith Kakiuchi	2655 Everett Freeman Way Corning, Ca. 96021	530-492-6840	chefkakiuchi@yahoo.com	Rolling Hills Casino
James Vereb	1900 Hilltop Drive Redding, Ca. 96002	530-999-1660	ciao@lucentecucina.com	Lucente Cucina Restaurant
Lori Nipar	760 Cypress Ave. #200 Redding, Ca. 96001	530-945-2074	Niparlori11@gmail.com	SMART Workforce Center
Brittany Hixon	2500 Eureka Way Redding, Ca. 96001	530-410-5411	bhixon@suhsd.net	Shasta High Foodservice
Mia Booze	3411 Churn Creek Rd. Redding, Ca. 96002	530-806-6275	Boozemia08@icloud.com	Enterprise High Student
Avery Zissa	3411 Churn Creek Rd. Redding, Ca. 96002	530-605-6937	Averyzissa15@icloud.com	Enterprise High Student
Adalyn Rupp	3411 Churn Creek Rd. Redding, Ca. 96002	530-339-6115	Adalynrupp568@gmail.com	Enterprise High Student
Dave Cockrill	1605 Yuba Street Redding, Ca. 96001	530-605-8114	Ldavidcockrill980@gmail.com	American Legion Post 197 Adjutant

Career Technical Education Facilities Program
Eighth Funding Cycle Application

Appendix C (Rev. 9/26)

Identification of Feeder Schools and Partners

Name	Title	Name of School/Organization	Phone Number	Feeder School/Middle School	High School/ROCP	Student	Parent	Counselor	Community Member	Business/Industry Member	Community College	Other Stakeholder	Participated in:	Development of CTE Project	Articulation/Dual/Concurrent Enrollment	Review and Approval of CTE Plan
Ed Rullman	General Manager	C.R.Gibbs Restaurant	530-221-2335	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☒	☐	☒
Janessa Hartmann	CalFresh Administrator	University of Ca. Agriculture	530-224-4900	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☒	☒	☒
Robert Simpson	Corporate Manager	Black Bear Diners Inc.	916-622-8939	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☒	☐	☒
Deborah Leedy	Manager	Weyerhaeuser Distribution	530-246-0409	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☒	☐	☒
Carol Deligerione	Member	Sons and Daughters of Italy	530-604-7626	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☒	☐	☒
Keith Kakiuchi	Chef	Rolling Hills Casino	530-492-6480	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☒	☐	☒
James Vereb	General Manager	Lucente Cucina Restaurant	530-999-1660	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☒	☐	☒

Name	Title	Name of School/Organization	Phone Number	Feeder School/Middle School	High School/ROCP	Student	Parent	Counselor	Community Member	Business/Industry Member	Community College	Other Stakeholder	Participated in:	Development of CTE Project	Articulation/Dual/Concurrent Enrollment	Review and Approval of CTE Plan
Lori Nipar	Administrator	Smart Workforce Center	530-945-2074	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☒	☐	☒
Brittany Hixon	Chef	Shasta High Foodservice	530-410-5411	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☒	☐	☒
Dave Cockrill	Adjutant	American Legion Post 197	530-605-8114	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☒	☐	☒

Career Technical Education Facilities Program
Eighth Funding Cycle Application

Appendix C (Rev. 9/26)

Identification of Feeder Schools and Partners

Name	Title	Name of School/Organization	Phone Number	Feeder School/Middle School	High School/ROCP	Student	Parent	Counselor	Community Member	Business/Industry Member	Community College	Other Stakeholder	Participated in:	Development of CTE Project	Articulation/Dual/Concurrent Enrollment	Review and Approval of CTE Plan
Andra D'Amico	Career Counselor	Enterprise High School	530-351-2225	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☒	☒
Mia Booze	Student	Enterprise High School	530-806-6275	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
Avery Zissa	Student	Enterprise High School	530-605-6937	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
Adalyn Rupp	Student	Enterprise High School	530-339-6115	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
Heather Armelino	Superintendent	Enterprise Elementary School District	530-224-4100	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
Courtney Haedrich	Principal	Boulder Creek Elementary School	530-224-4140	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
Kyle Vierra	Principal	Parsons Jr. High School	530-224-4190	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒

Name	Title	Name of School/Organization	Phone Number	Feeder School/Middle School	High School/ROCP	Student	Parent	Counselor	Community Member	Business/Industry Member	Community College	Other Stakeholder	Participated in:	Development of CTE Project	Articulation/Dual/Concurrent Enrollment	Review and Approval of CTE Plan
Darin Pust	Superintendent	Junction Elementary School District	530-547-4080	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
Clay Ross	Superintendent	Mountain View Middle School District	530-223-4168	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
Cindy Bishop	Superintendent	Redding School District	530-225-0011	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
Rich Hall	Principal	Turtle Bay School	530-225-0035	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
John Moser	Principal	Sequoia Middle School	530-225-0020	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒
				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Management Human Resources Action Report

PREPARER: Jason Rubin
Associate Superintendent of Human Resources

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
Approve personnel changes to meet the needs of our District as outlined on the following report.

Shasta Union High School District
MANAGEMENT HUMAN RESOURCES ACTION REPORT

NAME	POSITION	EFFECTIVE
Classified		
New Hire		
Seitz, Meuy	Director of Fiscal Services, DO 8.0 hours / 12 months	October 14, 2026
Ulrich, Reece	Director of Maintenance & Operations, DO 8.0 hours / 12 months	November 16, 2026