

Shasta Union High School District

STATE OF THE DISTRICT



Educating Every
Student for
Success

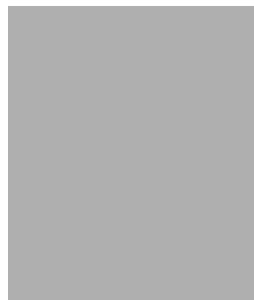
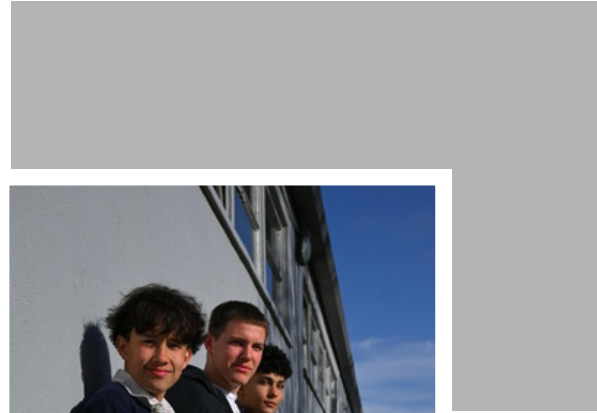
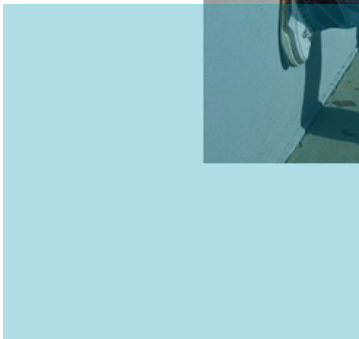
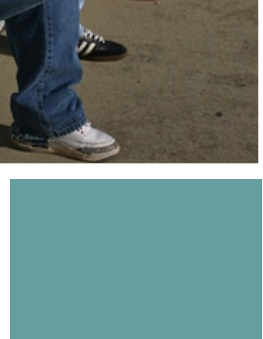
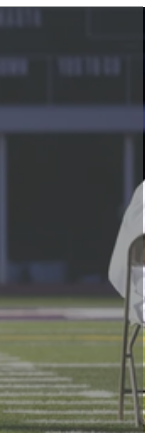


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Educating Every
Student for Success



Board of Trustees



ANDREA HOHEISEL
Board President
At Large
Term Expires 2026



LUKE WILSON
President-Elect
Area 5
Term Expires 2026



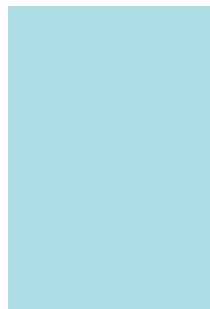
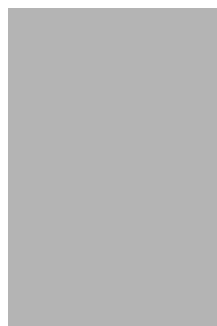
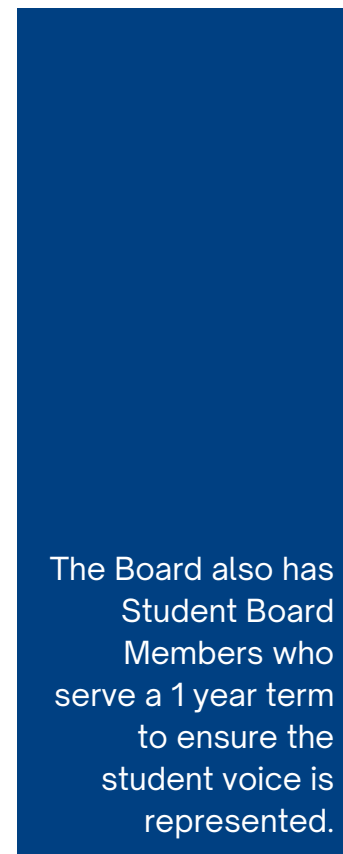
MIKE BRIDGES
Clerk
At Large
Term Expires 2026



JOE AYER
Board Member
Area 4
Term Expires 2028



RON ZUFALL
Board Member
Area 1
Term Expires 2028



The Shasta Union High School District Board of Trustees approved a transition to By-Trustee Area Elections. Board Members will be elected by voters who reside within specific trustee areas, rather than at-large across the District.

Trustee Areas 2, 3 and 5 will remain at-large until the conclusion of their current terms. Once those terms end, all future board elections will be held by-trustee area. This change is intended to ensure fair representation for all areas of the District. [Trustee Area Map](#)

The Board also has Student Board Members who serve a 1 year term to ensure the student voice is represented.

GUIDING PRINCIPLES

VALUES

Superior Academics, Universal Respect, Healthy Students,
Safe Campus, and Dedicated Staff

MISSION

Educating Every Student
for Success

VISION

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.



Superintendent's Message

Dr. Owen Crosby

Welcome to the Shasta Union High School District! As your Superintendent, I am honored to lead a school District dedicated to delivering the highest quality education, which includes robust academic and extra curricular opportunities, and the ongoing success of every student who walks through our doors.



Our District has a long-standing tradition of excellence, proud home to award-winning schools that continuously demonstrate high academic standards, vibrant athletic programs, and outstanding arts education. We are deeply committed to preparing every student for their unique future, whether that path leads directly to a four-year university, technical career training, or the workforce. To support the diverse goals of our students, we offer a robust variety of academic pathways which include:

- Career Technical Education (CTE) which offers hands-on, industry-aligned courses that equip students with real-world skills and industry certifications.
- Advanced Placement (AP): Rigorous, college-level coursework that challenges students and allows them to earn college credit while still in high school.
- Dual Enrollment: Opportunities to enroll in college courses and earn both high school and college credit simultaneously, accelerating students' post-secondary journeys.

We recognize that every student learns differently and may require different levels of support along the way. That is why we remain steadfast in providing personalized intervention through our Response to Instruction (RTI) and FLEX scheduling programs. These targeted supports ensure that every student receives the individualized academic, social, and emotional guidance they need to thrive.

Looking ahead, we are continually seeking ways to enhance our services and strengthen our connection with our families and community. This year, we are developing new transfer timelines to streamline enrollment and school choice options for our families. These timelines will take effect for the 2027-28 school year. Additionally, we are thrilled to enhance our school-to-home partnership with the use of ParentSquare, a centralized communication platform designed to keep families informed, engaged, and seamlessly connected with teachers, staff, and school announcements.

Thank you for your continued support, partnership, and dedication to our schools. Together, we are building a brighter future for our students and Shasta County as a whole!

Warm regards,

Owen Crosby, Ed.D.
Superintendent



Our Schools

Shasta High School

Shasta High School, the Leader of the North, has a rich tradition of educational excellence dating back to 1899. We have been recognized three times as a California Distinguished School and our Advanced Placement students post the highest overall scores in the North State. We have outstanding music and athletic programs coupled with a full array of student clubs.

Also notable is our Robotics/ Manufacturing, Medical Careers, and Culinary Arts courses which fulfill the CTE Pathway completion requirements. Furthermore, we offer RSP, SDC, and SDCI programs for students who require extra support. Our goal is for all of our students to be positive communicators, academically excellent, and world citizens when they graduate from Shasta High School.



Enterprise High School

Enterprise High School is committed to empowering every student through a rigorous, relevant, and supportive educational experience that develops the knowledge, skills, character, and adaptability necessary for success in an ever-changing world. We prepare students to become critical thinkers, effective communicators, creative problem-solvers, and lifelong learners, ensuring they graduate with the skills and confidence to pursue the college, career, and life pathways of their choosing.

Our school community is united by the core values of Excellence, Honor, and Service and by our foundational belief of “We Not Me.” We believe student success is a shared responsibility built through meaningful partnerships among students, staff, families, and our community. Together, we challenge and support every student to reach their potential, contribute to something greater than themselves, and leave Enterprise High School prepared to positively impact their community and the world.



Foothill High School

At Foothill High School, we are proud to foster a welcoming, supportive, and highly engaged school community where our 1,600+ students are encouraged to grow, lead, and reach their fullest potential. Our commitment to academic excellence, personal growth, and meaningful involvement creates a culture where students feel connected to their school and empowered to make a difference. As Foothill has grown and evolved, we have continued to adapt to meet the needs of our students while maintaining the strong sense of Cougar pride that defines our campus. We offer a diverse range of academic opportunities—from Advanced Placement courses to CTE—designed to challenge, inspire, and support every learner.

Beyond the classroom, student involvement is at the heart of the Foothill experience. From athletics, clubs, drama, music, FFA, and the arts to countless leadership and service opportunities, our students are encouraged to find their place, pursue their passions, build relationships, and contribute to our school community. These experiences, combined with the dedication of our staff and the involvement of our families, create a vibrant school culture that makes Foothill a special place to learn, grow, and belong.



Pioneer Continuation High School

With focused academic instruction, along with positive regard for students, we believe success for all students is possible. Students are enrolled in classes to recover lost credit from previous semesters. Obstacles to learning are addressed through student support services and smaller learning environments. Individual Graduation Plans are developed to assist with life plans beyond the high school diploma.



Shasta Collegiate Academy

Shasta Collegiate Academy (SCA) is an independent study school designed to provide students with a more flexible learning environment than traditional schools. Instead of attending daily in-person classes, students work independently on their assignments and coursework, often from home or another non-traditional setting, while receiving guidance and support from teachers. Shasta Collegiate Academy uses the online platform SchoolsPLP. SCA is A-G, NCAA approved and offers concurrent courses with Shasta College. SCA students can participate in CIF sanctioned sports, attend Career Technical Education classes and participate in clubs at Enterprise, Foothill and Shasta High Schools.



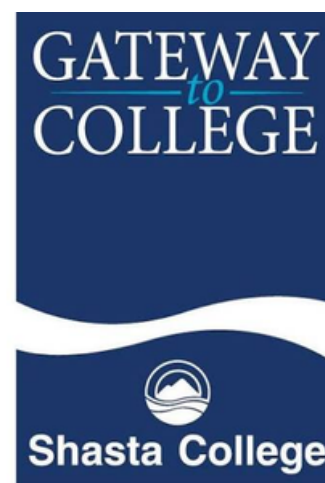
Shasta Adult School

At Shasta Adult School students gain the advantage of experiencing a personalized learning environment that caters to their independent nature. We are an adult school that offers individualized instruction to students at all levels of academic achievement from basic competency to high school equivalent courses, as well as HiSet classes to prepare for the HiSet examination. Our ultimate goal is to not only graduate students with a solid academic foundation, but to also give them a sense of confidence and self-assurance to meet the challenges of the new millennium.



Gateway to College

Gateway to College is a unique alternative education opportunity for high school students who are behind in credits to complete their high school education through classes offered on the Shasta College campus. Dual enrollment college courses allow students to make progress toward a college degree or certificate while earning their diploma. The partnership between the SUHSD/Pioneer High School and Shasta College serves Shasta County students 16-20 years old, who are not on track to graduate with their class, are willing to make a commitment to complete their high school diploma and qualify through an application process for this scholarship opportunity. This Gateway to College program is one of 43 across the nation and the first of its kind in a rural setting. The Gateway to College National Network began in 2001 in Portland, Oregon.



SUHSD Farm

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



CHARTER SCHOOLS

UPREP

University Preparatory School is a close-knit, grades 6-12 college preparatory school, dedicated to offering a well-rounded education in the arts, literature, languages, history, math, and sciences. Our supportive community of caring teachers fosters an academic culture where students can thrive. We offer a diverse fine arts program, world languages, and competitive athletics. For junior high students, advanced courses are available in math, science, and the arts. Our inclusive Advanced Placement program is available to all high school students, with strong participation and success rates. Additionally, dual enrollment opportunities with community colleges are seamlessly integrated into our curriculum. Recognized as one of America's Best High Schools and a top-performing public charter school in Shasta County, U-Prep is dedicated to equipping students not only for success at the university level but also for their future careers and lifelong learning as engaged, responsible citizens.



Shast Charter Academy

Shasta Charter Academy, grades 9-12, honors and serves the family's choice to personalize learning according to their children's strengths. Students achieve their goals using a multitude of learning methods, including community resources, utilizing a learning method called Personalized Learning. Parents support their students' learning, as they remain the essential force in affecting values, attitudes, and beliefs. Teachers are facilitators of discovery, designing personalized curriculum, assessing, and mentoring students and their parents using home-based classes, community-centered education, online learning, on-campus classes, and community college classes. As Shasta Charter Academy enters its 28th year of serving families, we are thrilled to continue to be a strong school, providing a great educational option for families of the north state.



HISTORY

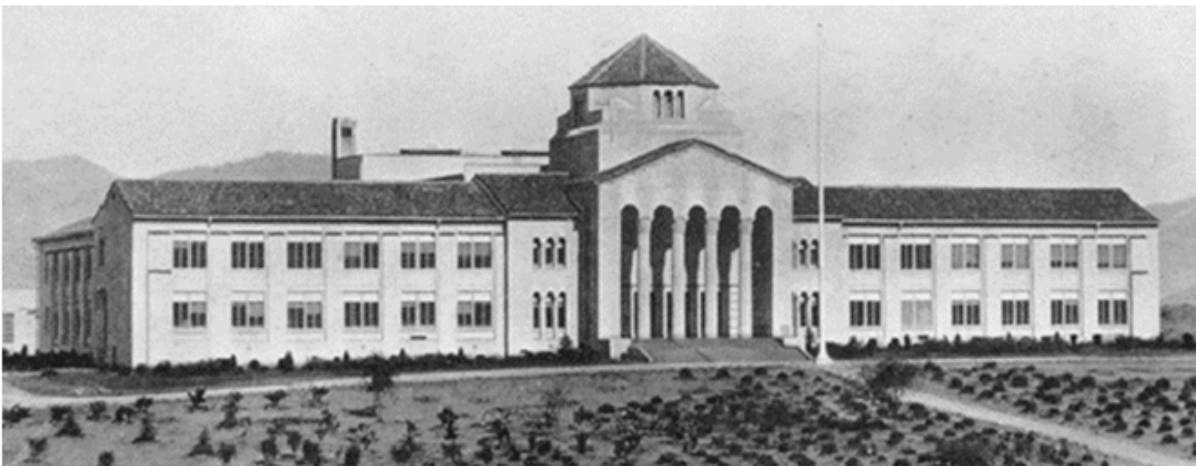
The Shasta Union High School District was established in 1899. The District offices are located at the site of the 1927 Shasta Union High School. This historical building was constructed after the original school was outgrown. Currently named the Shasta Learning Center, this site houses various high school programs, one of our two charter schools and the David Marr Auditorium, used widely by all our schools and the community. Other District sites include three comprehensive high schools and other alternative education programs.

Building an Education of Tradition in Shasta County

As early as 1852 there were over 250 children in Shasta County between the ages of 4 and 18 and none of them were attending school. Although a small semi-private school (the State paid \$1,000 towards its operation and \$390.00 for the teacher's salary) was established in 1853 with 40 students, the first public school was established in 1854 in the town of Shasta.

It became clear by 1899 that a secondary school would be needed and Shasta County High School (later it became Shasta High School) was established in Redding. It was located at the corner of Sacramento and West Streets and was in the residence of Judge Bell. The school had 70 students, ranging in age from 15 to 26 years, and 3 teachers.

The curriculum was college preparatory but there was a vocational track in which bookkeeping and shorthand were taught. In 1900, boys' baseball was started as well as the girls' basketball team. Nine students graduated in 1903. Of the 26 freshman that enrolled in 1906, only seven graduated four years later, causing a dropout rate of 73%! Today the dropout rate at Shasta High is about 1.5%. Also, in 1906 only 1/10th of students that graduated from grammar school went on to high school.



In 1903, a new school was built and occupied for the 1904-1905 school year. This was a two-story brick building and was located at the corner of West and Placer Streets. The school opened with 153 students and 7 teachers. This school was known as Shasta County High School until 1915, when a Countywide election was held and the Shasta Union High School District was created and the school became known as Shasta High School.

By 1926, the enrollment was up to 450 and had a staff of 21 teachers. There was a need for a new school, as the old Shasta High was built for 250 students. In March of 1926, the citizens passed a \$375,000 bond to build a new high school. A site was chosen at the corner of Magnolia and Eureka. Students moved into the new school in October of 1927, and the old school became the property of Shasta County.

In 1950, Shasta Junior College was built on land west of the Shasta High School and remained there until a new college was built at a site east of Redding in 1967– the present location of Shasta College. In 1967, Shasta High moved into the vacated Shasta College facilities and the old Shasta High site became Nova High. This school housed all of the District's 9th grade students. After 9th grade, the students moved on to Shasta High, Central Valley High (built in 1955) or Enterprise High (built in 1955) for grades 10-12.

In 1991, Nova High was closed and the 9th grade students were moved back to the other high schools, which then consisted of grades 9-12 instead of grades 10-12 that they had housed since 1967. In 1991 a new high school, Foothill High School, serving the students in northeast Redding, Palo Cedro, Bella Vista and to the eastern borders of the District was established at the old Nova High campus. This was to be temporary until the District completed a new high school for these students.

In 1999, the new Foothill High School was completed and students moved from the site on Eureka Way to Palo Cedro. The Eureka Way site became the Shasta Learning Center that today houses a variety of District programs and schools.

In 2001 the District office was moved from its downtown location to the Shasta Learning Center. In the 2004-05 school year the final phase of the renovation of the Learning Center was completed which included finishing touches in the classrooms.



MODERNIZATION BOND PROGRAMS

MEASURE I

Measure I was a \$56.9 million general obligation (G.O.) bond program that was passed during the November 8, 2016 election. Measure I funds were used to upgrade, modernize, and renovate high schools throughout the District to improve the education of local students. In addition to the projects listed below, Pioneer Continuation High School received paving upgrades and a new shade structure and Shasta Learning Center received a girls' locker room remodel and track and field upgrades. For more information, visit the [Measure I Website](#).

						
	New Aquatic Complex	Solar Covered Parking	New Ag Barn	Paving	Shade Structure	Track & Field Upgrades
						
	New Classrooms	Pool Bathroom Remodel	Softball Dugout Upgrades	Culinary Classroom Remodel	Paving	Track & Field Upgrades
	Remodel Classrooms	Portable Removal	Painting Campus Exterior	Shade Structure		
						
	New Classrooms	400 Building Remodel to a Wood/Metal Shop	New Storage Building	Culinary Classroom Remodel	Paving	Track & Field Upgrades
	Remodel Classrooms	Portable Removal	Tennis Court Upgrades	Painting Campus Exterior	Shade Structure	



MEASURE M

On November 5, 2024 the Measure M \$56.6 million general obligation (G.O.) bond program was passed. Although facilities have been improved since the passing of Measure I, work needs to continue. The District plans to further renovate our schools, improve classrooms and programs, and provide quality education to our local children. By improving our schools, we can meet today's safety, technological, and educational standards and better our community.

The District has conducted a Facility Needs Assessment in order to help prioritize projects to ensure the best use of tax payer dollars. Initial projects include HVAC upgrades on all campuses, upgrades and lighting for varsity softball and baseball fields, a new culinary building at EHS, and a full remodel of the Transportation Yard. Other projects include: 1) repairing or replacing leaky roofs; 2) modernizing, expanding, and constructing career technical education buildings to better prepare students for jobs after high school; 3) repairing deteriorating plumbing, sewer, and drainage systems; 4) making safety and security improvements; and 5) upgrading inadequate electrical systems.



SUHSD BOARD GOALS

The Shasta Union High School District Board of Trustees established these goals through a collaborative process grounded in feedback from those who know our schools and students best. Throughout the year, Superintendent Dr. Owen Crosby gathered input from students, staff, administrators, families, community members, and other key stakeholders to better understand the District's strengths, needs, and opportunities for growth. The Board reviewed this feedback alongside input from the Superintendent and District leadership team to identify priorities for the District. Through discussion and goal-setting, the Board established four goals that reflect the collective voice of our school community and provide a clear direction for continued improvement, accountability, and student success.

1

COLLEGE AND CAREER READINESS

Preparing every student for college and career success.



Increase College and Career Indicator results



Increase A-G completion rates



Growth in pathway completion and certifications



Expanded industry partnerships



Improved post-secondary outcomes

2

FINANCIAL STABILITY AND LONG-TERM FISCAL PLANNING

Building a sustainable financial future for our students and schools.



Balanced budgets



Positive or qualified certification status



Maintain healthy reserve levels



Multi-year financial planning for long-term stability

3

STUDENT ATTENDANCE, ENGAGEMENT, AND INSTRUCTIONAL SYSTEMS (RTI / FLEX / PLC)

Supporting achievement through connection, high-quality instruction, and targeted support.



Increase ADA and reduce chronic absenteeism



Strengthen PLCs with documented data cycles



Reduce D/F rates



Targeted intervention during FLEX time

4

DIRECTOR CABINET LEADERSHIP, ALIGNMENT, AND ACCOUNTABILITY

One team, aligned for student success.



Cabinet goals aligned with District priorities



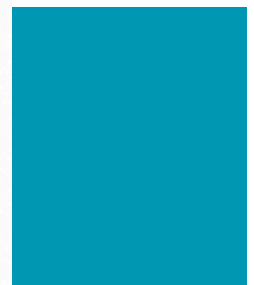
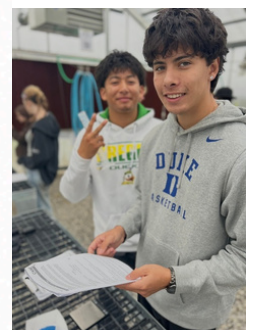
Principal and site leaders' goals aligned with District priorities



Monthly discussions on progress for key initiatives



Succession planning



LCAP

What is the LCAP?

The Local Control and Accountability Plan (LCAP) is a three-year plan required for California school districts as part of the Local Control Funding Formula. The Local Control Funding Formula (LCFF) is California's primary system for funding K–12 public schools. It gives school districts greater local flexibility over how state funding is used while requiring them to focus resources on improving student outcomes.

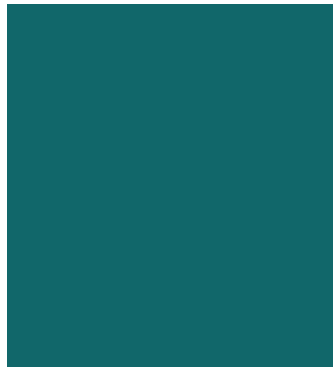
How Does the LCAP Work?

The LCAP connects student needs, community input, district priorities, measurable outcomes, and the budget. Each year, districts review student performance and other data, engage educational partners—including students, families, staff, administrators, and community members—and use that information to establish or refine goals and actions. Districts then identify measurable outcomes to track whether those actions are making a difference. California requires the LCAP to address all applicable state priorities, although one LCAP goal may address several priorities at the same time.

In Simple Terms

The LCAP answers four important questions: What do our students need? What are our goals? What will we do and fund to achieve them? How will we know if we are making progress? It creates a direct connection between the District's priorities, stakeholder input, student outcomes, and how resources are invested. For more information, visit the LCAP [webpage](#).





Career Technical Education



11 Career Pathways

Career Technical Education, or CTE, connects classroom learning with real-world career skills and experiences. SUHSD CTE programs combine academic instruction, hands-on technical training, industry-recognized certifications, college credit opportunities, work-based learning, and direct connections with local employers and postsecondary partners.

Our goal is not simply to offer CTE courses, but to develop high-quality CTE pathways that prepare students for employment, college, apprenticeships, and continued training after high school. Districtwide priorities include strong course sequencing, relevant curriculum, industry alignment, work-based learning, certifications, dual enrollment and college credit, postsecondary alignment, and measurable student outcomes. Students may travel between our high school campuses to access specialized capstone courses that are not available at their home school.



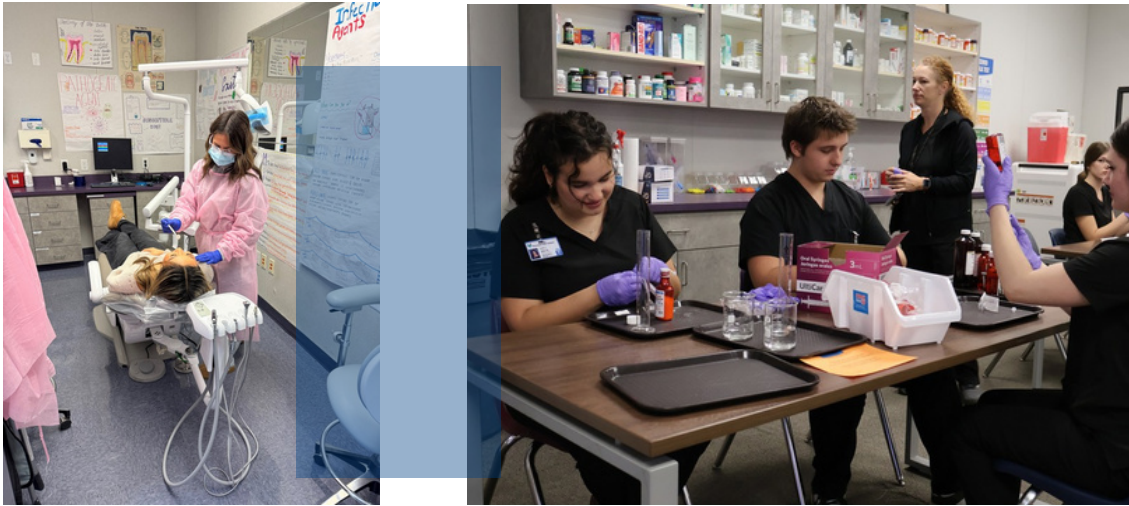
CTE



1. Healthcare and Human Services

Overview: Prepares students for careers in healthcare and allied health through introductory coursework followed by specialized capstone experiences. Courses available in Sports Medicine, Biotechnology, Dental Careers and Clinical Medical Assisting .

Industry Certifications: CPR/BLS and other healthcare-related credentials. Dental and Clinical Medical students also have opportunities connected to DAS and DOL apprenticeship certification.



2. Advanced Manufacturing

Overview: Provides students with hands-on experience in engineering, robotics, manufacturing, automation, design, and computer-aided drafting. Courses available in Space Science, Engineering and Robotics, Advanced Manufacturing and Computer Aided Design.

Industry Certifications: CAD certifications and other technical credentials.



3. Digital Technology

Overview: Prepares students for careers and further education in computer science, artificial intelligence, data, digital technology, and related fields. Courses available in AP Computer Science Principles, AI Foundations and PC Graphics.

Industry Certifications: Microsoft, Adobe, and other technology-related credentials depending on the course.



4. Agriculture

Overview: Provides a broad range of agriculture pathways combining science, technical skills, leadership, hands-on learning, and industry experience. Courses available in AP Biology, Animal Science, Plant and Soil Science, Veterinary Tech, Floral Design, Ag Mechanics, and Food and Natural Resources. Students may participate in FFA leadership activities, competitions, and hands-on agricultural projects at the District Farm.

Industry Certifications: OSHA or general workplace safety certifications, welding or agricultural mechanics-related industry certifications.



5. Construction

Overview: Gives students hands-on experience with construction methods, tools, materials, woodworking, safety, project development, and preparation for careers in the construction industry. Courses include Construction, Art and Fine Woodworking and Construction Principles. Closely aligned with local contractors, construction companies, tradespeople, builders, and the significant regional need for skilled construction workers and future construction managers.

Industry Certifications: OSHA 10 Construction, NCCER construction or trades-related certifications and tool, equipment, and jobsite safety certifications



6. Management and Entrepreneurship

Overview: Prepares students to understand how businesses operate and gives students the skills needed to become entrepreneurs, managers, employees, and future business leaders. This pathway connects students with local entrepreneurs, small businesses, employers, business organizations, workforce partners, and professionals in marketing, finance, management, and entrepreneurship. Courses include Introduction to Business and Business & Entrepreneurship.

Industry Certifications: Microsoft Office and other business-related certifications.

7. Education

Overview: Prepares students interested in early childhood education, teaching, childcare, paraprofessional careers, and other education-related professions. Connects students with childcare centers, preschools, schools, education professionals, and other organizations serving children and families. Courses include Early Childhood Education.

Industry Certifications: CPR/First Aid, mandated reporter training, and other education and childcare-related certifications and assessments.



8. Public Service and Safety

Overview: Prepares students for careers in fire service, emergency response, law enforcement, criminal justice, and other public safety professions. Courses include Fire Technology and Administration of Justice. The staff have established strong connections with CAL FIRE, local fire departments, emergency response organizations, law enforcement agencies, and other public safety partners to provide students hands on experiences with local public safety professionals.

Industry Certifications: CPR, First Aid, and AED, HazMat awareness or emergency response-related certifications



9. Hospitality, Events and Tourism

Overview: Prepares students for careers in culinary arts, hospitality, food service, events, tourism, and customer service through extensive hands-on instruction. Students participate in culinary competitions including a national competition in Disney World, food-service experiences, and catering local events.

Industry Certifications: California Food Handler Card, ServSafe Food Handler, ServSafe Manager or other food safety certifications



10. LIFE Cluster, Inclusive CTE Pathways

Overview: The SUHSD LIFE model provides an inclusive CTE experience for students with intellectual disabilities and other students participating in district special education programs. The goal is to provide students with authentic CTE coursework, hands-on learning, employability skills, independence, and preparation for college, career, and adult life. Courses include participation in Agriculture, Music, and Health/Medical. Students in the may receive the Shasta College Life Success Certificate to create a clearer transition from high school into continued education, employment, and independent adult life.



11. Arts, Entertainment and Design

Overview: This pathway brings together the visual arts, performing arts, music, theatre, design, and production programs into CTE pathways that connect student creativity with careers in the arts and entertainment industries. Courses include Visual Art, Ceramics, Band, Jazz, Percussion, Orchestra, Choir, Drama, Guitar, Piano, and Music Performance & Production. Students in this program are connected to careers in visual arts, music, theatre, live performance, production, stage management, lighting, sound, design, and other creative industries. Students participate in concerts, performances, exhibitions, and other student showcases throughout the district.

Industry Certifications: Adobe Certified Professional certifications, such as Photoshop, Illustrator, or Premiere Pro. Digital media and graphic design certifications.

Special Events and Experiences:

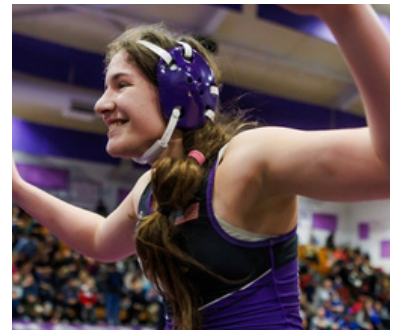
- Starship Variety Hour at Enterprise High School
- Victorian Dinner at Enterprise High School
- Club Cougar productions at Foothill High School
- Annual fall theatrical productions
- Madrigal Dinner at Shasta High School
- Annual spring musical productions



Athletics

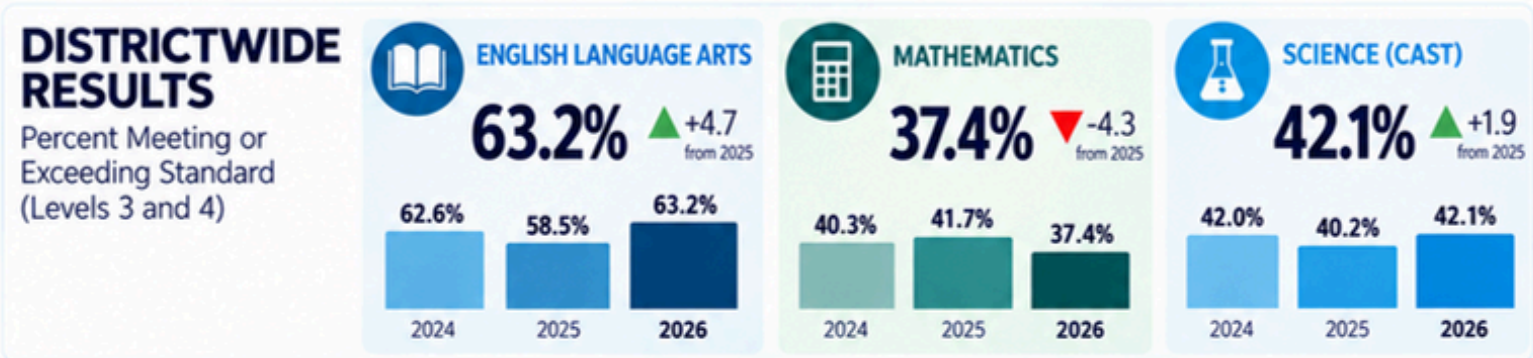
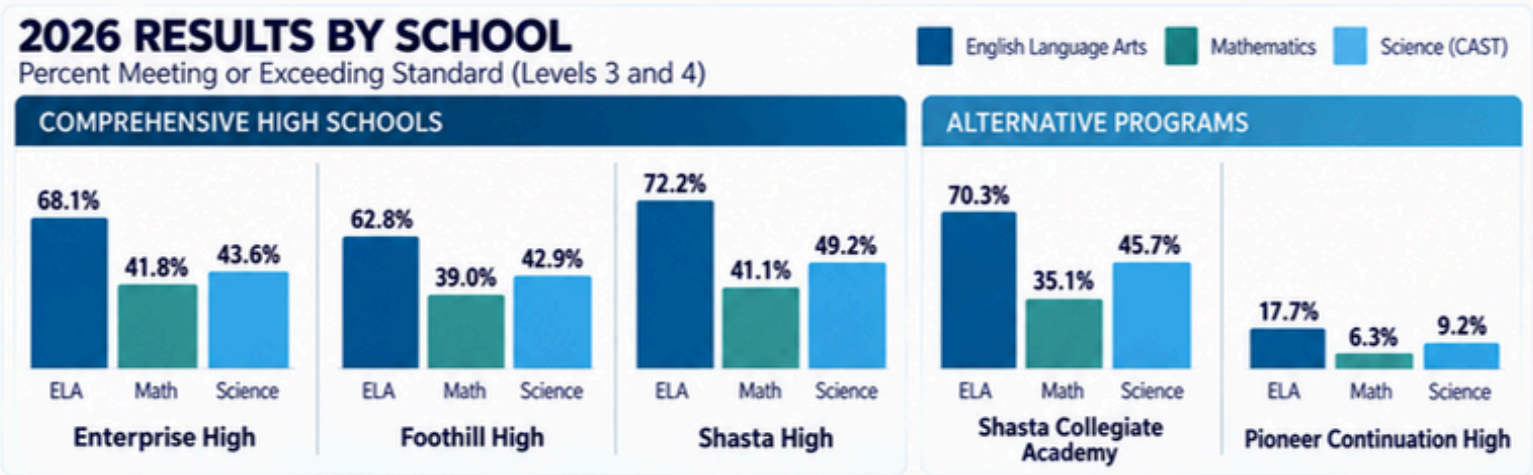
The Shasta Union High School District offers one of the best overall athletic programs in the state of California. We offer athletic teams for boys and girls in a variety of different sports (see list to the right). Our athletes compete at the highest level in the north state and our District teams are recognized as some of the best in California. District football, volleyball, boys' and girls' basketball teams are frequently ranked among the top teams in California. Each year our District athletes receive athletic scholarships to various universities and colleges. Approximately 40% of students enrolled participate in athletics.

BASEBALL
BASKETBALL
CROSS COUNTRY
FOOTBALL
GOLF
SNOWBOARDING
SKIING
SOCCER
SOFTBALL
STUNT CHEER
SWIMMING
TENNIS
TRACK
VOLLEYBALL
WRESTLING



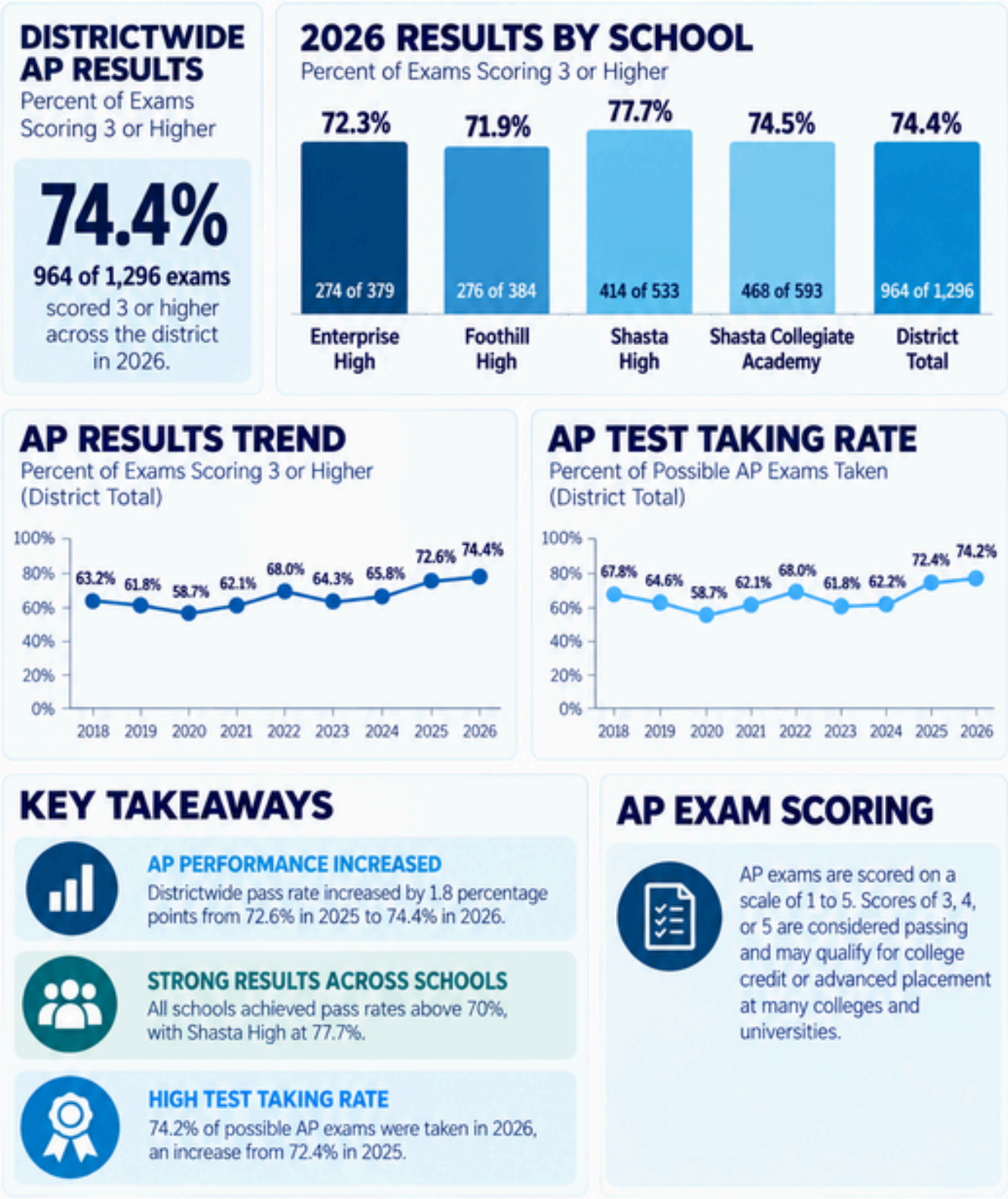
STUDENT SUCCESS - CAASPP

The California Assessment of Student Performance and Progress (CAASPP) measures how well students are progressing toward California’s academic standards. Each spring, 11th-grade students take CAASPP assessments in English Language Arts and mathematics, while high school students also complete the California Science Test (CAST) during the appropriate testing year. Results help the District celebrate areas of student achievement, identify opportunities for growth, and guide instruction and student support. The 2026 results are preliminary and the state averages have not yet been released as of this being published.



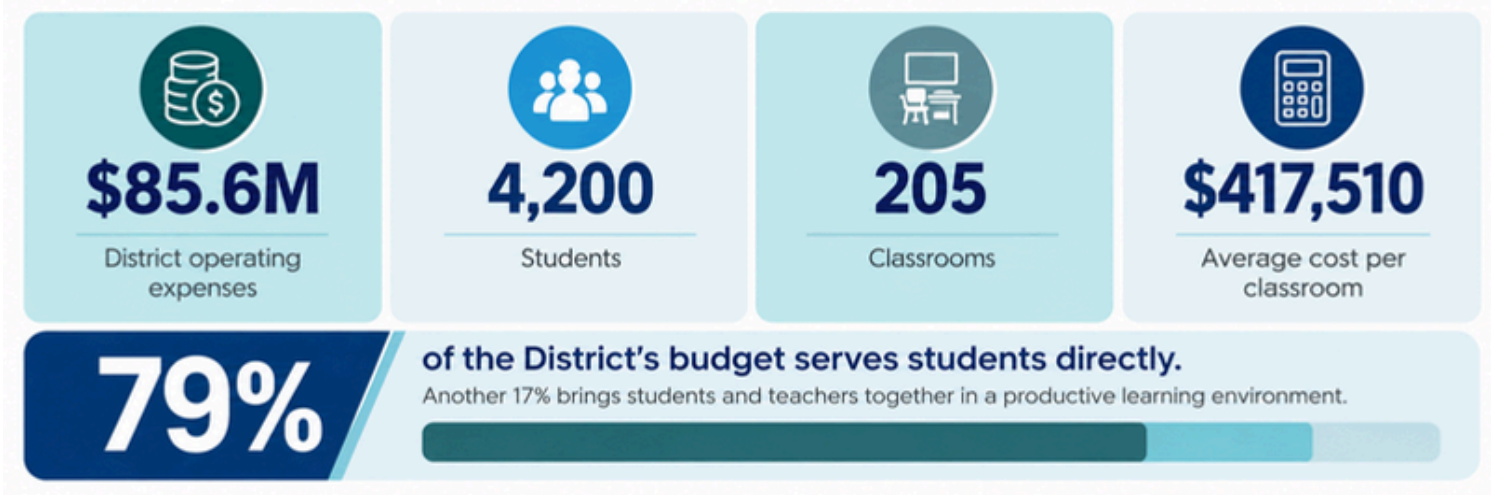
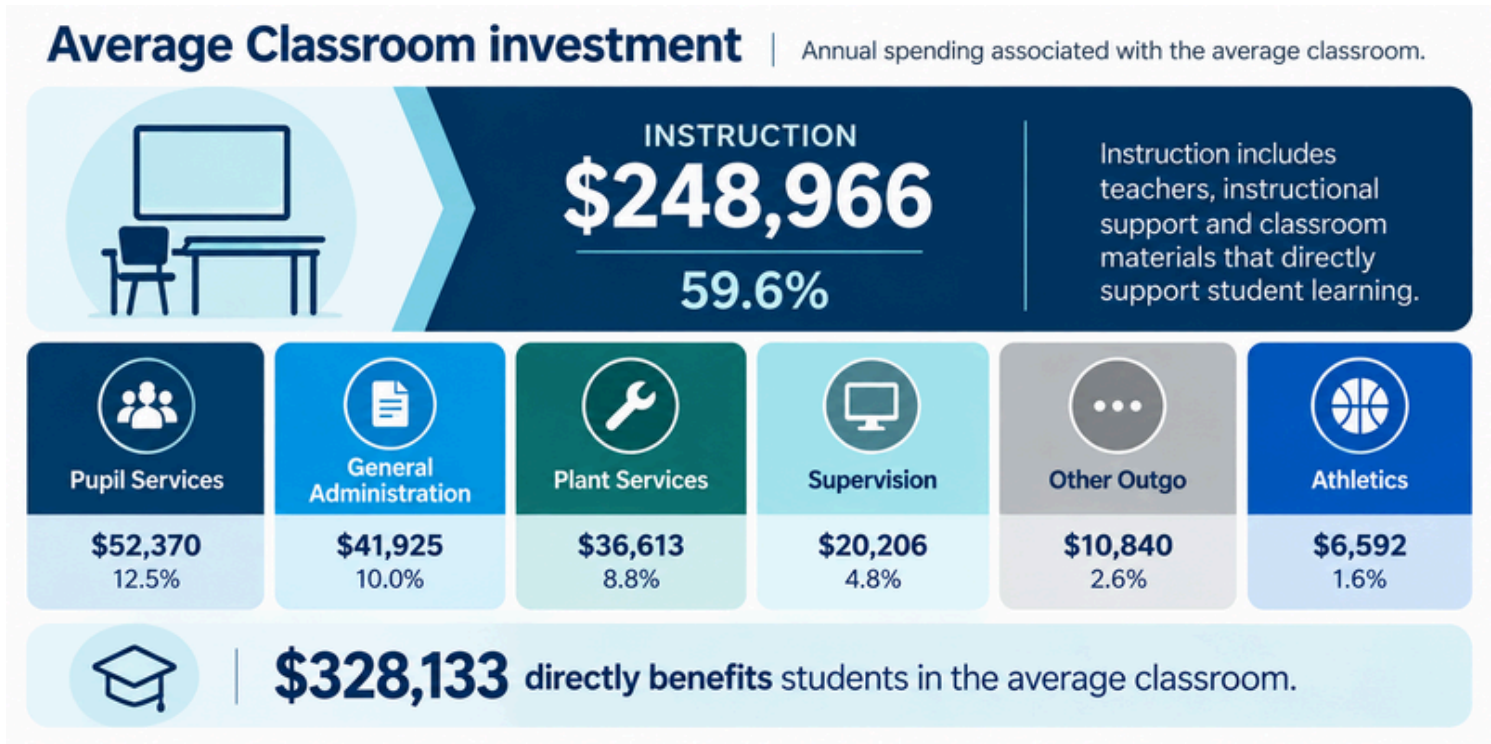
STUDENT SUCCESS - AP

Advanced Placement (AP) courses provide high school students with the opportunity to take rigorous, college-level coursework while still in high school. Students may take an AP exam at the end of the course, and qualifying scores can earn college credit or advanced placement at many colleges and universities. AP participation helps students strengthen academic skills, challenge themselves, and prepare for success after high school.



School Budget - Where the Money Goes

A clear look at how District resources support students, classrooms, and the learning environment.



How We Support Students



Of the **\$417,510** spent per average classroom,
\$328,133 directly benefits students.

DIRECT STUDENT BENEFIT — \$328,133

These funds directly support student learning through instruction, services and activities.



INSTRUCTION
\$248,966
 59.6%

Regular & Special Education teachers, aides, textbooks & supplies



PUPIL SERVICES
\$52,370
 12.5%

Counselors, psychologists, nurses, speech, attendance, testing & transportation



SUPERVISION
\$20,206
 4.8%

Instruction/curriculum supervision, library & technology, staff development & school administration



ATHLETICS
\$6,592
 1.6%

Athletics

GENERAL ADMINISTRATION — \$41,925

These funds support the overall operations and leadership of the District.



TECHNOLOGY
\$24,023



BUSINESS OFFICE & OTHER
\$11,144



BOARD & SUPERINTENDENT
\$4,022



PERSONNEL
\$2,736

PLANT SERVICES — \$36,613

These funds keep our schools safe, clean and operational.



OPERATIONS
\$22,292
 Custodians, clerical support, utilities



MAINTENANCE
\$12,175
 Maintenance workers, routine repairs, clerical support



SECURITY
\$2,146

OTHER OUTGO — \$10,840

These funds cover required expenses and transfers.



COUNTY SPECIAL EDUCATION
\$5,417



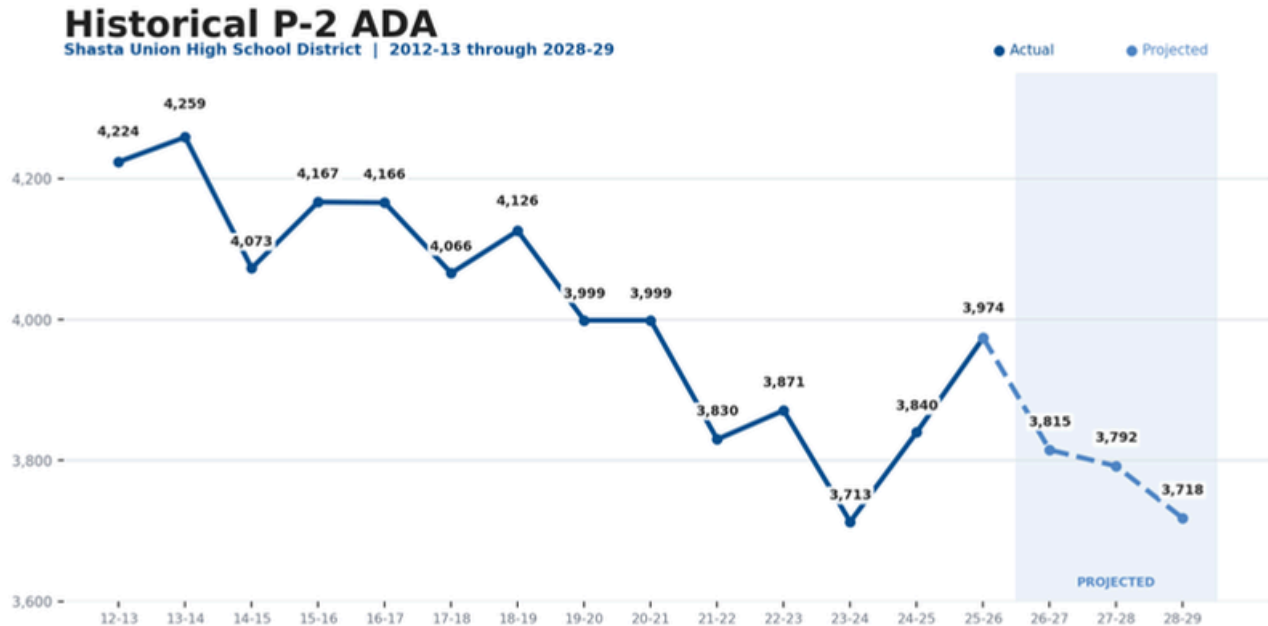
TRANSFERS TO OTHER FUNDS
\$3,112



DEBT REPAYMENTS
\$2,311

How Attendance Funds the District

P-2 Average Daily Attendance (ADA) is a key measure of student attendance used in California school funding. SUHSD's P-2 ADA has generally declined over the period shown, from 4,224 in 2012-13 to 3,974 in 2025-26. The current projections continue that downward trend, reaching 3,718 by 2028-29. Because ADA affects revenue and long-term planning, these trends are important when evaluating staffing, programs, and district resources.



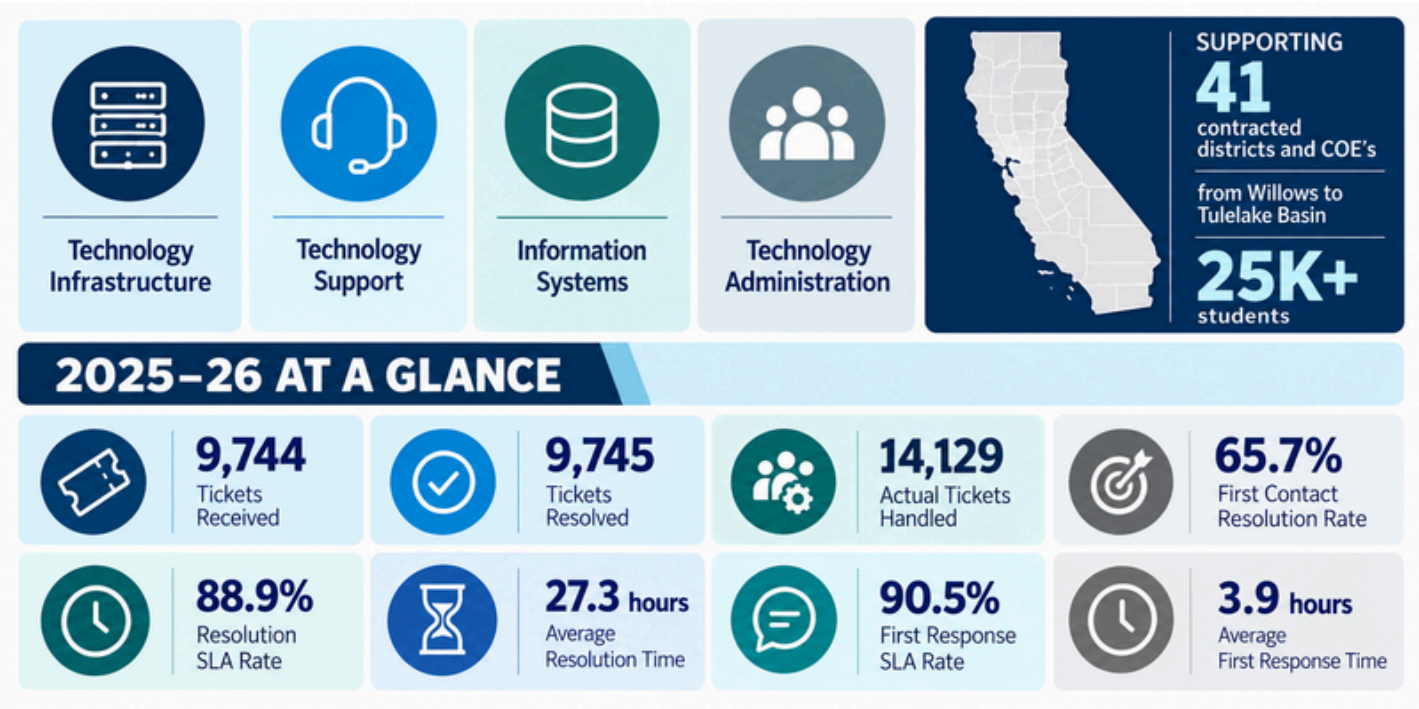
Revenues vs Expenditures

LCFF (Local Control Funding Formula) is California's primary funding system for public schools. It provides base funding for every student, with additional funding based on the number of low-income students, English learners and foster youth a district serves. These funds help districts provide programs and services that support student achievement.



Information Technology Services

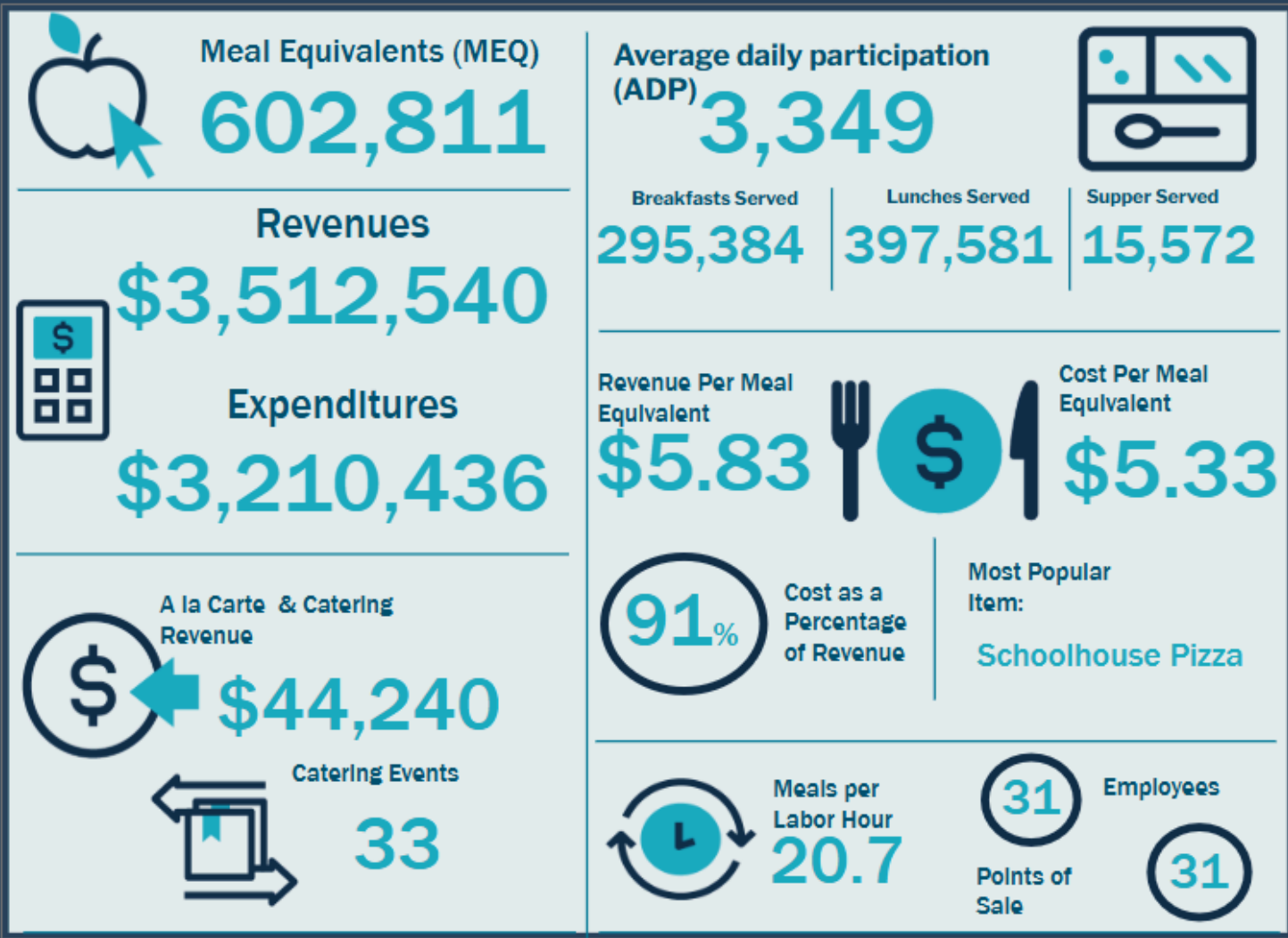
The Information Technology Services department consists of 23 staff in four teams: Technology Infrastructure, Technology Support, Information Systems, and Technology Administration, which provides and supports technology services for SUHSD and 41 other contracted school districts and county offices of education from Willows to Tulelake Basin, representing 25K+ students.



Nutrition Services

During the 2025–2026 school year, Nutrition Services increased breakfast participation, maintained steady lunch participation, and expanded meal service by introducing afterschool suppers at two of our comprehensive high schools. We also completed the district wide implementation of the Community Eligibility Provision, allowing every student to receive breakfast and lunch at no cost. This change reduced administrative burdens and allowed our team to focus more of its time and resources on feeding students. New food truck service at Enterprise, Foothill, Shasta, and University Preparatory schools also provided students with additional access points and more convenient meal options.

Nutrition Services continued adapting menus and service models based on student feedback, participation trends, and the needs of each campus. Despite increased operating costs, the program remained self-supporting and concluded the year with an operating surplus and a healthy ending fund balance. Moving forward, our focus remains on increasing participation, offering high-quality meals students enjoy, and supporting the health and education of every student we serve.



Our Staff

Every school District employee plays an important role in student success. Classified staff support daily operations, maintain safe and welcoming campuses, and provide essential services. Certificated staff—including teachers, counselors, and administrators—hold credentials and guide student learning, well-being, and school leadership. Below you will find a breakdown of the total number of staff members and what job classification they fall under.

Classified Staff		Certificated Staff	
Charter	9	Teachers	191
District Office	12	Counselors	15
Food Service	27	Administrators	17
Instructional	76	Other	22
Maintenance & Operations	37	Shasta Charter Academy	18
Management	15	UPrep	48
Clerical	49		
Technology	13		
Transportation	25		
Total	263	Total	311
Grand Total			574



Teachers at every stage of their careers bring valuable perspectives, while experienced teachers offer deep knowledge and continuity. Long-term staff, both classified and certificated, who participate in campus activities, athletics, and school traditions build lasting relationships and a strong sense of community. These connections help students feel known, supported, and motivated to succeed. Below you will see how long teachers have worked in our District.



Educating Every Student for Success



State of the District

2025-2026 Annual Report

