

Shasta High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Shasta High School
Street	2500 Eureka Way
City, State, Zip	Redding, CA 96001
Phone Number	530-241-4161
Principal	Heath Bunton
Email Address	hbunton@suhsd.net
School Website	www.shastawolves.com
Grade Span	9-12
County-District-School (CDS) Code	45-70136-4537304

2025-26 District Contact Information

District Name	Shasta Union High School District
Phone Number	530-241-3261
Superintendent	Owen Crosby
Email Address	ocrosby@suhsd.net
District Website	www.suhsd.net

2025-26 School Description and Mission Statement

Shasta High School was the first high school in Shasta County. Since its inception in 1899, our school is consistently the highest academically performing high school in our county. We currently serve 1305 students in grades nine through twelve; 62 of these students are concurrently enrolled in CTE programs housed at SHS; these include medical, robotics, culinary, arts and music, and business classes. We have an established tradition of academic excellence confirmed by student test scores: ACT and SATs both above the district, county, and state average. Shasta High has been recognized three times as a California Distinguished School. We have been recognized by "Newsweek" magazine as one of the nation's top high schools for thirteen consecutive years. Shasta High is committed to the principle that all students can learn and have the opportunity to achieve academic and personal success through rigorous coursework, the development of academic skills, and co-curricular activities.

2025-26 School Description and Mission Statement

Mission:

Building on over a century of tradition, Shasta High School is preparing students for life beyond high school. We understand the importance of equipping our students with the necessary skills to excel academically, succeed in their future careers, and make a meaningful difference in the world. To achieve this mission, we prioritize collaboration among our dedicated staff, supportive families, and engaged community members. By working together, we can ensure that our students are well-prepared for the challenges and opportunities that lie ahead.

Vision:

Leading Shasta High School into the future.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	366
Grade 10	290
Grade 11	331
Grade 12	281
Total Enrollment	1,268

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	50.9
Non-Binary	0.4
American Indian or Alaska Native	5.4
Asian	4.6
Black or African American	2.8
Filipino	0.5
Hispanic or Latino	17.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.9
White	64
English Learners	1.3
Foster Youth	0.5
Homeless	0.8
Socioeconomically Disadvantaged	48.5
Students with Disabilities	13.2

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	58.3	91.4	212.7	82.76	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.9	0.77	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.7	2.8	5.3	2.06	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	2.18	28.1	10.93	11953.1	4.28
Unknown/Incomplete/NA	2.2	3.57	8.9	3.46	15831.9	5.67
Total Teaching Positions	63.8	100	257.1	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	55.4	88.5	203.9	78.92	231142.4	83.24
Intern Credential Holders Properly Assigned	2	3.19	5.1	2	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.2	5.1	12.4	4.82	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	1.28	27	10.47	11746.9	4.23
Unknown/Incomplete/NA	1.1	1.9	9.7	3.77	14303.8	5.15
Total Teaching Positions	62.7	100	258.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	54.6	89.56	204.2	77.46	230039.4	100
Intern Credential Holders Properly Assigned	0.8	1.43	4.7	1.81	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.3	2.16	9.2	3.51	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	3	28.5	10.83	12112.8	4.34
Unknown/Incomplete/NA	2.3	3.82	16.8	6.39	13705.8	4.91
Total Teaching Positions	61	100	263.6	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.90	1.8	0
Misassignments	0.80	1.3	1.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.70	3.2	1.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.30	0.8	1.8
Total Out-of-Field Teachers	1.30	0.8	1.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.2	1.2	2.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2024	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CP English I: Common Core Literature Grade 9; Pearson 2015 Honors English I: Foundations of Language and Literature; Bedford, Freeman Worth 2017 CP English II: Common Core Literature Grade 10; Pearson 2015 CP English III: Common Core Literature The American Experience; Pearson 2015 AP English III: Language of Composition; Bedford Freeman Worth 2018 AP English IV: Literature 2022 CP English IV: ERWC 3.0 curriculum-- adopted in 2019	0%
Mathematics	CP & Honors Math 1-CPM Core Connections Integrated 1-2014 CP Honors Math 2, 2A & 2B-CPM Core ZConnections Integrated 2 -2015 CP Math 3- CPM Core Connections Integrated 3-2015 AP Trig/Pre-Calc-Pearson Precalculus 8th Edition-2022 CP Statistics: Stats in Your World (Pearson);2012 AP Statistics: Stats Modeling the World; 2016 AP Calculus: Calculus Graphical, Numerical, Algebraic; 2016 Financial Literacy-Cengage Financial Algebra 2nd Edition- 2022	0%
Science	AP Physics: College Physics - A Strategic Approach, Knight, Jones, & Field, Pearson Publishers 2015 Modern Chemistry, Holt, Rinehart, and Winston, 2020 Inspire Earth Science, McGraw-Hill, 2020 Inspire Biology, McGraw-Hill, 2020 Applied Sci: Conceptual Integrated Science (Pearson)-2015 APES: Environmental Science for the AP Course -2018 AP Biology, Pearson 2018 Essentials of Human Anatomy & Physiology, Pearson 2019	0%

History-Social Science	CP Geography—The Human and Physical World ©2018; McGraw-Hill (new edition 2020) AP-Human Geography -Cultural Landscape An Introduction to Human Geography 14th Edition, James M. Rubenstein (PEARSON) (c 2024) Adopted 2023-24 CP Modern World History (1 st Ed) – adopted Fall 2022 AP European History: Western Civilization 2021 U.S. History: CP = HMH US History ©2018 – adopted Fall 2022 AP US History: Give me Liberty! AP Edition 6th edition (W.W Norton Co) 2020 CP Economics “Contemporary Economics” 4th ed (William A. McEachern) 2014 AP Economics: Macroeconomics “Krugman’s Economics for AP” (Margaret Ray and David Anderson) 3rd Edition ©2019 Worth Publishers adopted 2021-22 AP Economics: Microeconomics Principles of Economics author: Mankiw AP Economics: Microeconomics “economics” by McConnell, Brue, Flynn, 2015, American Government: Magruder’s American Government (Prentice Hall); 2019 AP Government: American Government: Institutions and Policies 16E by James Q Wilson, ©2019 AP Government: Stories of a Nation c2021 1st edition (BFW Publishers) adopted 2022 AP Psychology: Myers Psychology for AP (MacMillan Learning/BFW) ©2018 adopted 2018-19 Psychology: Psychology in Everyday Life (Bedford, Freeman & Worth) 2018	0%
Foreign Language	Spanish: TPRS Instructional Materials (Blaine Ray Workshops); 2007 ASL: A Basic Course in ASL (TJ Publishers/Harris Communication) 1999 Signing Naturally (DawnSign Press); 1999 ASL: Green Book Series (The Green Book); 2000	0%
Health	Positive Prevention Plus – consumable workbooks © 2021; adopted Spring 2016	0%
Visual and Performing Arts	Art: Art Talk (Glencoe/McGraw Hill) © 2000; Creative Artist (North Light Books); Keys to Drawing (North Light Books) Music: Essential Elements for Choirs (Glencoe/McGraw Hill); Guitar Method Books (Mel Bay); The Enjoyment of Music (Peoples Publishing); Music! Its Role & Importance in Our Lives (Glencoe/McGraw Hill); Sight Singing (Masterworks Press); Exercises for Ensemble Drill(JW Pepper Music Co); Artistry of Fundamentals-Band)	0%
Science Laboratory Equipment (grades 9-12)	All district science labs are fully equipped to teach students the standards-aligned science curricula.	0%

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

School Facility Conditions and Planned Improvements

Shasta High School has an outstanding facility to support teaching and learning. We have a library, cafeteria, weight room, cardio room, swimming pool, a small theater, large theater, physical training room, one business computer lab, CAD Lab, a robotics/tech lab, a wood and metal manufacturing shop, a band room, a choir room, culinary teaching station, and the main office area. There is also an attendance office, counseling office, health office, and staff lounge. Additionally, we have recently remodeled and expanded our culinary arts room and our shop area so that both metal and woodworking machines can be used as needed. (2021) The front parking area, student, drop off/pick up area, and sidewalks of our campus were redone in 2008. We also added a second gymnasium in 2007. In 2009, our swimming pool was completely renovated, the roofs on the Library and Physical Education facilities were replaced, and we landscaped the front of our school. Most recently summer/fall of 2025 the south dirt parking lot was paved and striped and the dirt area between the 100 and 200 wings was repurposed with artificial turf providing a clean and safe area for students to socialize and have lunch.

During the spring and summer of 2020, the turf on the football field was replaced along with the track surface. Additionally, we built a new 50 x 130-foot storage building to house athletic equipment for seven different sports.

The maintenance and custodial departments ensure that the facilities are cleaned and maintained daily. To aid in the care and upkeep, we have added a daytime custodian to address custodial issues while our maintenance personnel can stay focused on their regular duties. The District continually updates and repairs our campus as needed through a deferred maintenance program. We have replaced the lights in the gym with LED lights; we have also added four new basketball backboards bringing the total in the large gym to 10. The Gym floor was replaced with a new floor during the summer of 2020. A second softball field was added in 2012, and a batting cage facility for softball was completed in 2012.

Much of the school upgrades and construction are being paid through the Bond Measure that was passed in 2016. In 2024 our community passed another bond. The dollars from that bond will assist us in addressing maintenance issues into the 2030's. New bond funds will help with updating and maintaining heating and cooling systems as well as addressing some on campus fencing needs among other projects. The School Site Safety Team meets every other month and identifies and discusses potential facility safety risks. When safety concerns are identified they are reported to the appropriate body and addressed.

Year and month of the most recent FIT report

09/18/2025

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

School Facility Conditions and Planned Improvements

Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The tennis courts were resurfaced in the summer of 2021. The exterior of the campus was painted in the summer of 2022

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	71	66	64	65	47	48
Mathematics (grades 3-8 and 11)	54	51	45	47	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	307	306	99.67	0.33	66.01
Female	142	142	100.00	0.00	73.24
Male	165	164	99.39	0.61	59.76
American Indian or Alaska Native	15	15	100.00	0.00	53.33
Asian	17	17	100.00	0.00	64.71
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	62	62	100.00	0.00	66.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	43.75

White	185	184	99.46	0.54	71.20
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	171	170	99.42	0.58	59.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	12.20

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	307	304	99.02	0.98	50.66
Female	142	141	99.30	0.70	55.32
Male	165	163	98.79	1.21	46.63
American Indian or Alaska Native	15	15	100.00	0.00	46.67
Asian	17	17	100.00	0.00	52.94
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	62	62	100.00	0.00	40.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	37.50
White	185	182	98.38	1.62	56.59
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	171	168	98.25	1.75	40.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	2.44

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	48.41	44.88	39.34	40.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	584	572	97.95	2.05	46.94
Female	292	286	97.95	2.05	46.15
Male	292	286	97.95	2.05	47.72
American Indian or Alaska Native	29	28	96.55	3.45	21.43
Asian	28	28	100.00	0.00	39.29
Black or African American	19	17	89.47	10.53	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	98	98	100.00	0.00	40.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	26	92.86	7.14	26.92
White	378	371	98.15	1.85	53.64
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	279	273	97.85	2.15	38.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	66	97.06	2.94	7.58

2024-25 Career Technical Education Programs

The Shasta Union High School District offers CTE Career Pathways in the following Industry Sectors that are all aligned to the Model Curriculum Standards:

Agriculture and Natural Resources

Arts, Media, and Entertainment

Building and Construction Trades

Business and Finance

Education, Child Development, and Family Services

Engineering and Architecture

Health Science and Medical Technology

Hospitality, Tourism, and Recreation

Information and Communication Technologies

Manufacturing and Product Development

Public Services

Many CTE courses are dual-enrolled or articulated with Shasta College, giving students the opportunity to earn college credit and gain a strong understanding of all aspects of the industry, which they may consider pursuing as a future career. Most pathways also offer Industry Certifications and/or local Internship opportunities. A variety of CTE courses are also A-G approved. The District promotes, supports, and provides services that ensure all students have full and equitable participation

2024-25 Career Technical Education Programs

in all CTE programs and courses. Support services are available for students with special needs. These services may include guidance and counseling, assessment, transitional services, and modifications to, and reasonable accommodations for, the curriculum, equipment, and facilities. These services ensure that students with special needs are recruited, enrolled, supported, and able to complete CTE courses and programs.

Program sequences are offered in 27 Career Pathways that lead to post-secondary educational opportunities, industry certifications, and employment placements:

INDUSTRY SECTOR: AGRICULTURE and NATURAL RESOURCES

CAREER PATHWAY: PLANT and SOIL SCIENCE Integrated AG Biology Plant & Soil Science

CAREER PATHWAY: ANIMAL SCIENCE Integrated AG Biology Animal Science

CAREER PATHWAY: AGRICULTURAL MECHANICS AG Mechanics 1 AG Mechanics 2 AG Mechanics 3-4

CAREER PATHWAY: ANIMAL SCIENCE Veterinarian Technician

INDUSTRY SECTOR: BUILDING and CONSTRUCTION TRADES

CAREER PATHWAY: RESIDENTIAL and COMMERCIAL CONSTRUCTION Construction Technology Careers

CAREER PATHWAY: CABINETRY, MILLWORK, and WOODWORKING The Art of Fine Woodworking Construction Principles

CAREER PATHWAY: MANUFACTURING AND PRODUCT DEVELOPMENT Welding and Materials
Joining

INDUSTRY SECTOR: BUSINESS and FINANCE

CAREER PATHWAY: BUSINESS MANAGEMENT Computer Literacy Introduction to Business

INDUSTRY SECTOR: EDUCATION, CHILD DEVELOPMENT, and FAMILY SERVICES

CAREER PATHWAY: EDUCATION Early Childhood Education Careers

INDUSTRY SECTOR: ENGINEERING and ARCHITECTURE

CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering Robotics Applications

CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering Space Science and Engineering

CAREER PATHWAY: ENGINEERING TECHNOLOGY Robotics Eng. Tech. Space Science and Engineering

CAREER PATHWAY: ENGINEERING DESIGN Exploring Engineering Computer-Aided Drafting

INDUSTRY SECTOR: HEALTH SCIENCE and MEDICAL TECHNOLOGY

CAREER PATHWAY: PATIENT CARE Intro. to Medical Careers Medical Clinical

CAREER PATHWAY: PATIENT CARE Dental Careers

CAREER PATHWAY: PATIENT CARE Sports Medicine

CAREER PATHWAY: PATIENT CARE Bio Med

CAREER PATHWAY: PATIENT CARE Pharmacology

INDUSTRY SECTOR: HOSPITALITY, TOURISM, and RECREATION

CAREER PATHWAY: FOOD SERVICE and HOSPITALITY Culinary Arts Contemporary Cuisine

CAREER PATHWAY: FOOD SERVICE and HOSPITALITY

Introduction to Culinary Arts, &

Chef Prep

INDUSTRY SECTOR: INFORMATION and COMMUNICATION TECHNOLOGIES

CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT Computer Literacy Computer Science Principles

CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT Computer Literacy PC Graphics and Design

INDUSTRY SECTOR: Arts, Media, and Entertainment

CAREER PATHWAY: Design, Visual, and Media Arts

CAREER PATHWAY: Performing Arts

CAREER PATHWAY: Production and Managerial Arts

INDUSTRY SECTOR: MANUFACTURING and PRODUCT DEVELOPMENT

CAREER PATHWAY: MACHINING and FORMING TECHNOLOGIES Exploring Engineering Advanced Manufacturing

CAREER PATHWAY: PRODUCT INNOVATION and DESIGN Computer-Aided Drafting Advanced Manufacturing

2024-25 Career Technical Education Programs

INDUSTRY SECTOR: PUBLIC SERVICES

CAREER PATHWAY: EMERGENCY RESPONSE

CAREER PATHWAY: EMERGENCY RESPONSE

CAREER PATHWAY: PUBLIC SAFETY

Fire Technology

Emergency Medical Technician

Administration of Justice

Programs are evaluated and updated annually in collaboration with the CTE Director and program advisory committees. The CTE Director leads the District CTE Advisory and includes industry representatives from all District CTE pathways.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	973
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	34.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	28.3

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	96.47
Graduates Who Completed All Courses Required for UC/CSU Admission	46.9

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.2	94.9	95.5	92.5	95.8

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

There are many opportunities for parents to be involved:

Site Council – Contact Heath Bunton, 241-4161 ext 15501

The Site Council is a body of representatives comprised of all stakeholders in the school community. This includes students, parents, teachers, other school personnel, and the principal. It provides a forum for all school community members to identify common goals and to review the Single Plan to address those goals. The Site Council also provides feedback on the School Safety Plan, and SARC.

Athletic Boosters – contact Jamie Fleming, 241-4161 ext 15505

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

Parent Student Faculty Club – contact Scott Tyler, 241-4161 ext 15507

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

Music Boosters – contact Gavin Spencer (vocal), 241-4161 ext. 15530 or Jordan Palmer (instrumental), 241-4161 ext. 15531

The Music Boosters are divided into choral and instrumental boosters (SHIP) at Shasta High. These two groups work to enhance the music department's equipment and instruments, build sets, take care of uniforms and costumes, and coordinate fundraisers.

Sober Graduation – contact Sarah Price, 241-4161

Our Sober Graduation group works to provide a drug and alcohol-free event for all graduates to attend on graduation night. This group meets monthly to organize and plan this great event for our students.

2025-26 Opportunities for Parental Involvement

Title 1- contact Jamie Fleming 241-4161 ext 15505

At the beginning of each school year, SHS has a Title 1 parent information meeting. Parents give feedback and have a say in the development of the parent compact. Additionally, SHS holds a "Student Success Academy."

ELL- English Language Learners

If information is sought for English Language Learners please contact Scott Tyler, 241-4161 ext. 15507

School Site Safety Committee -- The School Site Safety Committee meets regularly to discuss school safety. The committee is made up of students, parents, teachers, and other school support personnel. All aspects of school safety are discussed

School Site Safety - contact Jamie Fleming 241-4161 ext. 15505

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	1.6	2.1	1.8	4	4.8	3.6	8.2	8.9	8
Graduation Rate	93	95.2	95.6	90.8	91.6	93.7	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	271	259	95.6
Female	151	146	96.7
Male	120	113	94.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	14	14	100.0
Asian	11	10	90.9
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	33	33	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	12	12	100.0
White	193	182	94.3
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	168	158	94.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	32	27	84.4

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1341	1307	230	17.6
Female	653	636	122	19.2
Male	682	665	106	15.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	72	70	17	24.3
Asian	60	58	6	10.3
Black or African American	40	38	5	13.2
Filipino	--	--	--	--
Hispanic or Latino	239	235	40	17.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	44	41	11	26.8
White	854	834	142	17.0
English Learners	17	17	4	23.5
Foster Youth	--	--	--	--
Homeless	19	18	8	44.4
Socioeconomically Disadvantaged	729	710	175	24.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	190	182	49	26.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.19	3.92	3.43	5.65	4.76	4.39	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.07	0.07	0	0.02	0.09	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.43	0.07
Female	2.76	0.00
Male	4.11	0.15
Non-Binary	0.00	0.00
American Indian or Alaska Native	4.17	0.00
Asian	0.00	0.00
Black or African American	2.50	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.44	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.82	0.00
White	2.81	0.12
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	10.53	0.00
Socioeconomically Disadvantaged	5.35	0.14
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.84	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The safety of students and staff is a primary concern. Shasta High School has a comprehensive school safety plan updated yearly by the School Safety Committee and approved by the School Site Council. Our safety plan is well prepared, and we practice emergency drills and evaluate our performance each quarter. The safety plan provides maximum utilization of school personnel and facilities to care for disaster victims and protect students and staff in an emergency. Our staff, freshmen, and junior classes take the California Healthy Kids/School Climate Survey to evaluate and modify our safety plan. We have a full-time security guard and a full-time Campus Resource Officer from the Redding Police Department. We have window blinds and/or tinting in all of our portable classrooms, and we have interior locking mechanisms on all of our classroom doors. Each classroom possess a Lock Block on classroom door; this allows teachers to keep their doors locked at all times; the Lock Block can be slid to the closed position and the door becomes secured in seconds without the need of keys.

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

The plan was reviewed and updated in November 2025. Review with faculty is ongoing.

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	23	24	13
Mathematics	20	25	28	6
Science	19	23	20	6
Social Science	18	31	33	6

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	22	26	5
Mathematics	18	32	27	4
Science	20	21	21	4
Social Science	19	31	25	9

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	321

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.6

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,711	\$2,465	\$7,246	\$75,801
District	N/A	N/A	\$7,266	\$88,313
Percent Difference - School Site and District	N/A	N/A	-0.3	-8.0
State	N/A	N/A	\$11,146	\$100,016
Percent Difference - School Site and State	N/A	N/A	-39.1	-21.2

Fiscal Year 2024-25 Types of Services Funded

Shasta High School runs several programs and provides services through a variety of funding options. Title I funds provide counseling services, have provided additional technology resources to students in need, a Math and English student Intervention/Support paraprofessionals, and a Student Success Academy for parents and students. Categorical funding provides for an extensive Advanced Placement and Honors Program. After school tutoring is available for students who need additional academic support; we offer Anytime School for students who are credit deficient. We also offer a Summer School for students to recover credits.

Shasta High School utilizes a school-wide approach to address Title I needs. The allocation of Title I resources are analyzed by School Site Council, site leadership team, and department leadership team. During Shasta High School Parent Title I information night parents are gain information and provide feedback on the Title I program.

ELD students are placed with teachers who are CLAD certified. Support services for our ELD students include labs, tutoring, and oversight by our site ELD liaison. The site ELD liaison also works closely with the district ELD liaison. A site administrator acts as the ELD liaison and participates in organizing and facilitating DELAC meetings and ELD labs. Title I funding provides Foster and Homeless students with resources such as; bus passes, gas cards, and hygiene products. (\$40K)

Additionally Title I funding aids support labs in English, Math, and Credit Recovery. Additional therapeutic counseling services provided licensed Marriage, Family, and Child Therapist.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,221	\$59,531
Mid-Range Teacher Salary	\$86,051	\$95,178
Highest Teacher Salary	\$114,903	\$118,880
Average Principal Salary (Elementary)		\$122,892
Average Principal Salary (Middle)		\$148,230
Average Principal Salary (High)	\$147,063	\$163,784
Superintendent Salary	\$205,423	\$227,673
Percent of Budget for Teacher Salaries	27.49%	26.91%
Percent of Budget for Administrative Salaries	4.15%	5.63%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	11.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	1
Foreign Language	1
Mathematics	0
Science	0
Social Science	5
Total AP Courses Offered	7

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

Professional Development

The professional development is guided by the District, the Principal, and the Leadership Team. The professional development plan is based on identified staff needs. Staff members build their teaching skills and concepts through conferences, workshops, and PLC instructional teams. We have three staff development days built into our yearly calendar where teachers are offered a wide variety of professional growth opportunities in curriculum design, instructional techniques, and methodologies. We also have four minimum days per month, where staff focuses on the whole school, WASC, PLC, and department issues.

We have an Instructional Coach who works with teachers on our focus areas, including PLC teams, literacy, differentiated instruction, and general teacher coaching. SHS is in year four of PLC implementation. The instructional coach has been

Professional Development

instrumental in improving the staff's capacity to work collaboratively as a PLC school.. The instructional coach also does the on-boarding for new teacher hires.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	36