



**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  
January 13, 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.

4.3 Consider recommendation from Administration regarding the readmission of two student expulsions (File Nos. 24-3 and 24-5)

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. PRESENTATION**

8.1 Shasta Charter Academy Annual Update – Director Ben Claassen

**9. APPROVAL OF AGENDA**

**10. 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.

10.1 Administration

- A. Approve minutes for the December 9, 2025 Board meeting
- B. Approve students who have been accepted in the College Connection Program for Spring 2026

10.2 Business Services

- A. Ratify Commercial Warrants and Payroll Distributions for December 2025
- B. Receive Rate of Attendance Report for the First Period (P-1) for 2025-2026
- C. Receive annual certification regarding workers' compensation

10.3 Instructional Services

- A. Approve curriculum proposals

10.4 Human Resources

- A. Approve Human Resources Action Report
- B. Accept the Quarterly Report on the Williams Uniform Complaints for October 1, 2025 – December 31, 2025
- C. Approve Shasta Union High School District Site Safety Plans
- D. Approve updated job description for Confidential HR Analyst
- E. Approve updated salary schedules for CSEA and Confidential

**11. EXPULSIONS – READMISSIONS**

11.1 The Board will vote regarding the readmission of a student expulsion (File No. 24-3) (*Action*)

11.2 The Board will vote regarding the readmission of a student expulsion (File No. 24-5) (*Action*)

**12. REPORTS**

12.1 Employee Associations

- A. Shasta Secondary Education Association – Andrea Cota, President
- B. Educational Support Professionals Association – Rhonda Minch, President

C. California School Employees Association – David Martin, President

12.2 Principals

- A. Alternative Education – Tim Calkins
- B. Enterprise High School – Ryan Johnson
- C. Shasta High School – Heath Bunton
- D. Foothill High School – Kevin Greene

12.3 Superintendent

12.4 Board Members

13. BUSINESS

13.1 Administration

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

13.2 Business Services

- A. Review Monthly Financial Report (*Information*)
- B. Approve Foothill High School Kick-Off Classic and Enterprise High School Black & Gold Fundraising Dinner Auctions (*Action*)
- C. Notice of the business name change for the Architectural Services Contract from Stacked to Modus (*Information*)

13.3 Instructional Services

- A. Approve the School Accountability Report Cards (*Action*)

14. ADVANCE PLANNING

14.1 Next Meeting Date: February 10, 2026

14.2 Suggested Future Agenda Items

15. ADJOURNMENT

- 15.1 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:** Minutes from December 9, 2025 Regular 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**

**December 9, 2025  
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 Ayer in the Shasta Union High School District Board Room.

**ROLL CALL:** Trustees Joe Ayer, Andrea Hoheisel, Luke Wilson, Mike Bridges and Ron Zufall 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); and 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.

The Board reconvened into open session at 6:30p.m. The Board had no action to report out from closed session. Student Board Members Heaven Torrez and Aiden Johnson were present. Trustee Ayer led the pledge of allegiance, and Trustee Zufall recited the mission and vision statements.

**RES. 25-257** That the following officers of the Board be elected for 2026 (E.C. 35022):  
President – Andrea Hoheisel (Nomination Zufall, second Wilson, carried 5-0. Student Board Member Torrez: Aye)  
President-Elect – Luke Wilson (Nomination Bridges, second Ayer, carried 5-0. Student Board Member Torrez: Aye)  
Clerk of the Board – Mike Bridges (Nomination Zufall, second Ayer, carried 5-0. Student Board Member Torrez: Aye)

**RES. 25-258** That the Superintendent be appointed as Executive Secretary of the Board for 2025 (E.C. 35025). (Motion Ayer, second Bridges, carried 5-0. Student Board Member Torrez: Aye)

**RES. 25-259** That the Board will conduct its regular meetings for 2026 on the second Tuesday of each month, and that closed session will begin at 5:30 p.m. and open session will begin at 6:30 p.m. with the exceptions of no meeting in July and the third Tuesday in December. (Motion Wilson, second Bridges, carried 5-0. Student Board Member Torrez: Aye)

**RES. 25-260** That the following Trustees be appointed to serve for 2025: Andrea Hoheisel as the Policy Committee Representative, Mike Bridges as the Shasta Charter Academy (SCA) Representative, Luke Wilson as the University Preparatory School (U-Prep) Representative, and Joe Ayer as the Bond Subcommittee Representative. (Motion Bridges, second Wilson, carried 5-0. Student Board Member Torrez: Aye)

**RES. 25-261** That the following individuals be authorized to sign for approval of warrants and fund transfers (E.C. 42631, 42632, 42633): Board President Andrea Hoheisel, Clerk of the Board Mike Bridges, Superintendent Owen Crosby, Associate Superintendent of Business Services David Flores, Business Services Manager Jennifer Bickley, Business Services Assistant Sara Pruitt and Payroll Supervisor Mariah Gunter. (Motion Bridges, second Ayer, carried 5-0. Student Board Member Torrez: Aye)

RES. 25-262 That the Board approve the agenda, as presented. (Motion Zufall, second Ayer, carried 5-0. Student Board Member Torrez: Aye)

RES. 25-263 That the Board approve the consent agenda, as presented. (Motion Bridges, second Wilson, carried 5-0. Student Board Member Torrez: Aye)

RES. 25-264 That the Board ratify commercial warrants in the amount of \$2,082,202.24 and payroll distributions in the amount of \$5,587,055.78 for the period of 11/01/2025 – 11/30/2025. (Motion Bridges, second Wilson, carried 5-0. Student Board Member Torrez: Aye)

RES. 25-265 That the Board approve the request to declare property as surplus (IT – computers and peripherals). (Motion Bridges, second Wilson, carried 5-0. Student Board Member Torrez: Aye)

RES. 25-266 That the Board approve the curriculum proposals. (Motion Bridges, second Wilson, carried 5-0. Student Board Member Torrez: Aye)

RES. 25-267 That the Board approve the field trip requests, as follows: EHS Culinary travel 4/29/26-5/4/26 to Disney World and FHS Music travel 6/7/26-6/10/26 to Chicago, IL. (Motion Bridges, second Wilson, carried 5-0. Student Board Member Torrez: Aye)

RES. 25-268 That the Board approve the Human Resources Action Report. (Motion Bridges, second Wilson, carried 5-0. Student Board Member Torrez: Aye)

RES. 25-269 That the Board approve the new job description for Program Support Maintenance I Worker. (Motion Bridges, second Wilson, carried 5-0. Student Board Member Torrez: Aye)

RES. 25-270 That the Board approve the minutes for the November 12, 2025 regular Board meeting. (Motion Ayer, second Bridges, carried 5-0. Student Board Member Torrez: Aye)

RES. 25-271 That the Board excuse Trustee Ayer's absence from the November 12, 2025 regular Board meeting. (Motion Zufall, second Bridges, carried 5-0. Student Board Member Torrez: Aye)

RES. 25-272 That the Board approve Foothill High School Crab Feed and Auction. (Motion Ayer, second Wilson, carried 5-0. Student Board Member Torrez: Aye)

RES. 25-273 That the Board approve the 2025-2026 First Interim Budget Report. (Motion Bridges, second Zufall, carried 5-0. Student Board Member Torrez: Aye)

RES. 25-274 That the Board approve the Annual Developer Fee Report. (Motion Zufall, second Ayer, carried 5-0. Student Board Member Torrez: Aye)

RES. 25-275 That the meeting adjourn. (Motion Bridges, second Ayer, carried 5-0. Student Board Member Torrez: Aye)

**PUBLIC COMMENT:**

SHS teacher Andy Kane raised concerns regarding the use of student cell phones and the negative impact it has on the classroom environment. He urged the Board to take action and asked them to issue a survey to teachers and staff.

Redding FFA students Teaghan Furia and Bean Rodriguez provided an update on curriculum and upcoming holiday events.

**RECOGNITION OF STAFF AND/OR STUDENTS:**

The Board of Trustees and Enterprise High School (EHS) Principal Ryan Johnson recognized Senior Julia Thao, Senior Ali Aljamal and School Office Assistant Jackie Martin.

#### **REPORTS FROM SHASTA UNION HIGH SCHOOL DISTRICT ORGANIZATIONS:**

SSEA President Andrea Cota stated that ag teachers Allison Gross and Alex Anderson hosted a wreath making class for members of SSEA. Dr. Cota reported that the goal for these types of activities is to highlight student programs, while promoting a positive staff culture. She stated that the union's role is to protect working conditions and to follow the contract while the administration's role is to choose programs. With negotiations approaching, she emphasized the importance of addressing the response to intervention (RTI) program. Dr. Cota noted the importance of continuing an open-door policy with administration and stated that she is confident that the District and staff can address RTI.

ESP President Rhonda Minch stated that they continue to hire, promote and backfill positions. She commended EHS culinary teacher James Leedy and his students for helping with recent fundraisers. Ms. Minch reported that 4,000 wreaths were hung for Veterans Day at the Igo Ono cemetery by students from across the District.

CSEA President David Martin was not present.

#### **REPORTS FROM PRINCIPALS:**

Alternative Education: Tim Calkins reported that Shasta Collegiate Academy's online educational program transition has been a success with a 96% attendance rate. He stated that Pioneer Continuation High School (PHS) will hold their annual gingerbread house competition and a ham luncheon will be held before break. Mr. Calkins reported that twelve students will earn their diploma at the end of the third session.

Enterprise High School: Ryan Johnson stated that many December events are focused on students such as Secret Santa and the We Not Me Christmas. He reported that the January 5 Professional Development Day will focus on improving reading proficiency through flex time. Mr. Johnson stated that fourteen elementary teachers from feeder schools will join on January 5 as they continue to build relationships with feeder districts.

Shasta High School: Heath Bunton provided an update on recent events including the canned food drive, Madrigal Dinner, Harlan Carter Basketball Tournament and winter sports. He stated that attendance was 92.5% last year and is currently just under 95%.

Foothill High School: Kevin Greene provided data on Advanced Placement (AP). Highlights included increases in the number of tests taken, passing rates and enrollment. He stated that a large group of staff is supportive of RTI, and they continue to maintain rigor during flex time.

#### **REPORT FROM SUPERINTENDENT:**

Dr. Owen Crosby reported that he attended the California School Boards Association Annual Education Conference (CSBAaec) in Sacramento with Trustees Ayer and Hoheisel. He congratulated SHS teacher Gavin Spencer on the success of the Madrigal Dinner and stated that he plans to attend EHS's Victorian Dinner on Thursday. Dr. Crosby wished everyone a great holiday season and encouraged people to unplug.

#### **TRUSTEE COMMENTS AND LIAISON REPORTS:**

Trustee Zufall thank you Jason Rubin, David Flores, Andrea Cota and Rhonda Minch for their efforts on improving dental benefits.

EHS Student Board Member Heaven Torrez reported that the first night of Victorian Dinner is tonight and students are busy preparing for finals. She stated that the holiday spirit is on campus and the We Not Me Christmas is next Wednesday.

SHS Student Board Member Aiden Johnson reported that the cookies and cram event will be held which allows upperclassmen prepare freshman for finals. He stated that SHS through the Adopt a Wolf program selected two families to sponsor this holiday season. Upcoming events include the Girls Harlan Carter Tournament at SHS and Madrigal Dinner.

Trustee Luke Wilson provided FHS Student Board Member Ava Wilson's report who could not be in attendance tonight. He commended the fall student athletes and listed off recent accolades they received. Trustee Wilson reported that FHS hosted the Boys Harlan Carter Tournament, the FHS band performed at the Palo Cedro Christmas, and drama held their 15<sup>th</sup> annual Rock the Vault comedy show to fundraise for track. He encouraged community members to attend Club Cougar in the new year.

Trustee Wilson reported that he attended the Section Cross Country Meet and noted that a 2010 alumni is currently bull riding in the National Finals Rodeo.

Trustee Ayer reported that he attended the CSBAaec where a forum was held for candidates for California governor and state superintendent.

Trustee Hoheisel reported that she attended the CSBAaec where she learned about companies who work with CTE programs to provide paid internships and AI. She stated that she will be attending the Victorian Dinner tomorrow night.

**DISCUSSION:**

First Interim Budget Report: David Flores conducted a presentation on the First Interim Budget and reviewed the projected multiyear ending balances. In 2025-26 the ending balance will be \$27 million, in 2026-27 the ending balance will be \$19 million and in 2027-28 the ending balance will be \$10 million.

Trustee Zufall inquired why ADA increased this year when historically it has been steadily decreasing. David Flores stated that this data comes from the feeder schools and the numbers are typically conservative because the District would much rather see an increase than a decrease. He reported that the District will have a better idea of the future budget in March when 2<sup>nd</sup> Interim is complete. David was pleased to recommend a positive certification and approval of the budget.

Annual Developer Fee Report: David Flores stated that the annual developer fee report is an annual item the Board must approve reflecting fees charged for new construction.

CAASPP: Leo Perez reviewed annual CAASPP scores starting with the 2021-2022 school year through the 2024-2025 school year in science, math and English. He stated that the schools look at the data to see where we can help students through professional learning communities. Mr. Perez reported that teachers review commonly missed questions in order to implement new teaching strategies.

**ADVANCE PLANNING:**

Next Meeting Date: January 13, 2025

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

**ADJOURNMENT:**

The meeting adjourned at 7:53 p.m.

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Mike Bridges, Clerk  
Board of Trustees

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Owen Crosby, Executive Secretary  
Board of Trustees

*Bd. Min. 12-09-25 //l*

# SHASTA UNION HIGH SCHOOL DISTRICT

**SUBJECT:** College Connection Program - Spring 2026

**PREPARER:** Owen Crosby, Superintendent

**RECOMMENDATION:**

- Action
- Discussion
- Information

## **BACKGROUND:**

Each semester the Board approves the list of students entering the College Connection Program for the first time.

## **REFERENCES:**

Student listing provided by College Connection

15 December 2025

College Connection – Shasta College  
11555 Old Oregon Trail  
P.O. Box 496006  
Redding, CA 96049-6006

Dear Mr. Crosby:

The College Connection Program has been directed by the CDE to have the school boards of each district in the consortium approve the students who have been accepted into our program for the 2025-2026 school year. Included in this letter is a list of your **Spring Semester** College Connection students. Please include this information for approval in the agenda of a board meeting. Please let me know if I can assist you with anything. Thank you for your continued support of our program.

**Foothill High School**

Amariah Faulkner

Rylee Churchin

Candice Nunnelley

Thank you,

Daniel Vanek

College Connection

# 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 12/01/25 - 12/31/25**

<b>Subfund Totals - Accounts Payable</b>		<b>Payroll Warrants</b>	
01	General Fund	3,931,716.15	
02	Farm Fund	0.00	
05	Student Body Fund	1,490.00	Salary 4,648,940.53
07	Shasta Charter Academy	66,170.36	Supplemental 265,387.94
08	University Preparatory	120,557.14	Manual Payroll -385.27
11	Adult Education Fund	1,632.49	Voids 0.00
12	Child Development Fund	0.00	
13	Cafeteria/Food Service Fund	173,490.36	
14	Deferred Maintenance Fund	12,845.00	
15	Pupil Transportation Eqmt Fund	0.00	
16	Foundation Private Purpose Fund	0.00	
21	Capital Building Bond Fund	0.00	
25	Capital Facilities Fund	712.50	
35	County School Facilities	36,815.30	
56	Debt Service Fund	0.00	
76	Warrant Passthrough	0.00	
<b>Total</b>		<b>\$4,345,429.30</b>	
<b>Total</b>			<b>\$4,913,943.20</b>
<b>Total Accounts Payable</b>		4,345,429.30	
<b>Total Payroll</b>		<u>4,913,943.20</u>	
<b>GRAND TOTAL</b>		<b>\$9,259,372.50</b>	

*Approved for Payment - SHASTA UNION HIGH SCHOOL DISTRICT*

Date \_\_\_\_\_

Signed: \_\_\_\_\_

Date  
January 13, 2026

Signed: \_\_\_\_\_

# SHASTA UNION HIGH SCHOOL DISTRICT

**SUBJECT:** Rate of Attendance for the First Period Attendance (P-1) for 2025-26

**PREPARER:** David Flores  
Associate Superintendent of Business Services

**RECOMMENDATION:**  Action  
 Discussion  
 Information

**BACKGROUND:**

The 2025-26 P-1 rate of attendance as compared to the P-2 rate of attendance for the past three years.

Site	22/23	23/24	24/25	25/26
	P-2	P-2	P-2	P-1
EHS	93.26%	93.31%	92.82%	93.74%
FHS	93.66%	94.54%	94.02%	95.03%
SHS	94.23%	94.05%	93.63%	94.32%
PHS	73.78%	83.33%	82.91%	82.59%
SCA	91.87%	74.93%	87.01%	96.22%
District Total	90.55%	91.52%	91.94%	93.01%

# SHASTA UNION HIGH SCHOOL DISTRICT

**SUBJECT:** Annual Certification Regarding Worker's Compensation

**PREPARER:** David Flores  
Associate Superintendent of Business Services

**RECOMMENDATION:**  Action  
 Discussion  
 Information

**BACKGROUND:**

The District is a member of the Shasta-Trinity Schools Insurance Group Joint Powers Agency (JPA) for purposes of workers' compensation insurance.

The Shasta-Trinity Schools Insurance Group JPA has total assets sufficient to pay the Workers' Compensation self-insured claims, and therefore has no unfunded liabilities.

Education Code 42141 requires the Board be advised if there is an estimated unfunded liability for Workers' Compensation.



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## MEMORANDUM

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DATE: January 1, 2026  
TO: WORKERS' COMPENSATION PROGRAM MEMBERS  
FROM: Brooks Rice, Executive Director  
SUBJECT: ANNUAL CERTIFICATION (EC42141) REGARDING WORKERS' COMPENSATION

Pursuant to EC 42141, each member district shall advise its Governing Board if there is an estimated unfunded liability for Workers' Compensation.

### **STATEMENT**

The Shasta-Trinity Schools Insurance Group JPA has total assets sufficient to pay the Workers' Compensation self-insured claims and, therefore, has no unfunded liabilities.

Please advise your Governing Board of Compliance with the Education Code by reporting the above statement.

If you have any questions, please do not hesitate to contact the JPA at 530-221-6444.

Thank you,

Brooks Rice  
Executive Director

# SHASTA UNION HIGH SCHOOL DISTRICT

**SUBJECT:** Approve 2026-27 Curriculum Recommendation

**PREPARER:** Leo Perez  
Associate Superintendent of Instructional Services

**RECOMMENDATION:**  Action  
 Discussion  
 Information

## **BACKGROUND:**

SITE	DEPT	SUBJECT AREA	COURSE NAME
ALL	CTE	Elective	Advanced Careers in Education
ALL	CTE	Elective	Bio Tech

# Shasta Union High School District

## CURRICULUM PROPOSAL *(attach supporting documents)*



COURSE # \_\_\_\_\_ ABBR. COURSE TITLE: \_\_\_\_\_

COURSE NAME:	Advanced Careers in Education	SUBJECT AREA:	Elective
GRADE LEVEL(S):	12	LENGTH OF COURSE:	1 Year
UNITS:	10	OFFERED AT:	All
CTE:	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes → PATHWAY: Education, Child Development, and Family Services		
UC/CSU a-g:	<input type="checkbox"/> Pending - Will Submit <input checked="" type="checkbox"/> REQUIREMENT: g - CP Elective		
PREREQUISITES:	Early Childhood Education		
<b>COURSE DESCRIPTION:</b> This capstone course provides CTE Education Careers pathway students with an opportunity to understand learning and teaching in its practical application. Students will explore growth and development, major learning theories, principles of learning and teaching, classroom management techniques, and strategies for lesson planning and development.			

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

REQUESTED BY

Rebecca Berg

DISTRICT DEPARTMENT CHAIR

ASSOCIATE SUPERINTENDENT – INSTRUCTIONAL SERVICES

SUPERINTENDENT

DATE: 11/18/25

DATE: 11/18/25

DATE: 11/18/25

DATE: \_\_\_\_\_

BOARD APPROVAL DATE: \_\_\_\_\_ RESOLUTION #: \_\_\_\_\_

# Advanced Careers in Education

<b>Grades:</b>	11,12
<b>Length:</b>	Full Year
<b>Environment:</b>	Classroom-based
<b>Honors:</b>	None
<b>Subject:</b>	College-Preparatory Elective (G)
<b>Discipline:</b>	Interdisciplinary
<b>Institution:</b>	Napa County College & Career Readiness (formerly Napa County ROP)

## Course Overview

This capstone course provides CTE Education Careers pathway students with an opportunity to understand learning and teaching in its practical application. Students will explore growth and development, major learning theories, principles of learning and teaching, classroom management techniques, and strategies for lesson planning and development. They will complete extensive observations and evaluations of mentor teachers to better understand teaching practices and the application of learned theories and strategies. In addition, they will complete fieldwork in a classroom under the guidance of a mentor teacher. This fieldwork will consist of implementing their own lesson plans and activities designed for content area courses. This course reinforces standards in reading, writing, speaking, listening, mathematics, social studies, and science and requires their application in educational settings. Students will be required to practice communication, ethics, interpersonal/team skills, critical thinking and problem solving, self-management, professionalism, and classroom safety. The students in this course will be key participants in building an academic culture.

### Course Goals and Major Student Outcomes

#### Students

- Think critically and solve problems in order to deepen their ability to analyze current classroom practices and theories.
- Produce essays, oral presentations, and projects.
- Participate in group discussions/projects.
- Clearly articulate a personal philosophy of education, defending beliefs by citing appropriate theories and research.

Create a resume and participate in mock job-fair interviews with industry partners.

- Understand the components of professionalism and how to practice professional behaviors

## Principles of Teaching and Learning

**Description:** This component is infused throughout the year and is comprised of instruction, discussion, reading, and writing. Students will learn important theories of growth and development, learning, and teaching. They will learn skills and strategies for classroom management, developing lesson plans, implementing lesson plans, and assessing learning. Students will read, discuss, write reflections, and develop their own personal philosophy to put into practice and refine as they gain practical experience.

### Assignments

#### *Key Assignment: Mentor Teacher Interview Report*

Students will apply knowledge and their own personal experiences in the classroom with the following: classroom management, teaching strategies, relationship building, and meeting the needs of all students. Each student will develop key questions and interview his/her Mentor Teacher regarding his/her philosophy of education, in addition to other questions of interest to help them draw conclusions about the teaching profession.

#### *Key Assignment: Philosophy Group Activity*

Students will research different well known philosophies of education (from the *Becoming A Teacher* textbook), creating a visual representation of their specific philosophy and participating in a gallery walk to become familiar with the alternative philosophies of education. Students will include correct citations and a works cited page. Groups of students will come up with their own philosophy of education, which they will write and present to the class.

### Philosophies of Education

- Idealism
- Realism
- Scholasticism
- Pragmatism
- Analytic Philosophy

- Existentialism
- Critical Theory
- Postmodernism
- Perennialism
- Progressivism Essentialism
- Social Reconstructionism and Critical Pedagogy
- Waldorf
- Democratic Education
- Classical Education
- Unschooling

## **Classroom Observations**

Students will complete teacher observations during the course of the year. Their observations will focus on the theories, skills, or strategies of focus and require them to reflect on practical application and effectiveness. They will complete classroom observations to discuss and reflect upon during bi-weekly class discussions.

Observation Topics:

- Classroom Management/Discipline Styles
- Textbook Use
-

## Classroom Environment

- Student Engagement
- Teacher Movement
- College/Career Readiness
- Common Core
- Student/Teacher Relationships
- Role of the Teacher
- Teaching Methods/Strategies/Style
- Meeting the Needs of All Students
- School Policy
- Character Education
- Lesson Plans
- Graphic Organizers
- Praises/Compliments
- Assessments/Testing
- Teacher's Favorite Sayings
- Classroom Interruptions/External Factors

- Gender Issues in the Classrooms
- Social Media
- Explaining Material So Students will Understand
- Formative and summative assessments

## Assignments

### *Key assignment: Culminating Project*

Design and implement a lesson plan which will be observed by the teacher. Submit a formal written lesson plan and written post-lesson reflection following written communication standards.

## Field Work

This component of the course requires students to gain practical experience in the classroom and teach lessons and learning labs under the supervision of a mentor teacher. They will be expected to give direct instruction, facilitate group discussions and activities, supervise independent activities, direct learning labs, classroom environment, and implement assessments to measure student learning.

## Assignments

Ongoing Assignment: Students will be given specified content and standards to address in a classroom. Students will also learn vocabulary and aspects of the field of Special Education. They will be required to develop their own lesson plans which will be turned in for approval and feedback. Once approved, they will implement the lesson with the class. In addition to working towards helping students master the content, they should be putting into practice strategies and skills they have learned and revising their content. The mentor teacher will be present during all fieldwork and will provide the student with both written and verbal feedback. Students will be required to write a written reflection that addresses their performance and includes their analysis of student assessments and student learning.

Key Assignment: Each student will complete fieldwork at the nearby elementary school (or other available class/office) and write a Special Education report based on their notes and observations.

## Professionalism

During this unit, students will develop an understanding of the importance of hard and soft skills and the role they play in professionalism. They will also learn how to develop their professional image prior to participating in their mock interviews and fieldwork. Some specific topics that will be covered during this unit include professional attire, workspace etiquette, non-verbal communication, and online professionalism. These topics will be covered using case studies, information and activities from a variety of resources,

information about their online accounts such as email and Instagram from *Connect to your Career: Job Search Skills for a Digital World*, and Guest speakers from educational fields will come in to discuss professionalism within their work environment, and students will participate in analyzing multiple case studies from the education industry. At the end of the unit, students will be expected to present on an aspect of professionalism and dress in appropriate attire.

## Assignments

**Key Assignment:** Students will name personal and professional qualities needed for teaching success. Students will describe 6 different teacher-related scenarios and will write a reflection analyzing the quality of professionalism that was demonstrated for each. Students will create visuals regarding career-appropriate attire.

**Key Assignment:** At the end of this unit, students will work in groups to create an instructional video or slide presentation. They will apply the knowledge learned in order to instruct level 1 students on the elements of professionalism prior to level 1 students conducting teacher interviews. Through the development of this project, students will learn about appropriate dress for various work environments, grooming habits, empathy, attitude, online professional image, self-awareness and workspace etiquette. Students will also continue their learning of how to deliver presentations and navigate collaborative groups including effective conflict resolution techniques.

## College/Career Preparation

A key component of the course will be preparing students for entrance into college and the workforce by creating current resumes that showcase the student's talents and most relevant skills. Students will also update the portfolios they created in the introductory course Careers in Education. Students will use their resumes and portfolios for a Mock Job Fair, in which they will be interviewed by local industry professionals.

Students research educational and career paths in the field of Education, Child Development, and Family Services. Topics covered:

- Career opportunities in Education and Education related fields
- Professional organizations
- Post-secondary planning
- Scholarship opportunities
-

## Resumes

## Assignments

### Key Assignment: Mock Interview

Students will participate in an individual mock interview with panelists from industry. Prior to their interview date, students will produce a one-page resume and develop/update their professional portfolio highlighting major assignments they have completed. On the day of their interview, students will dress in appropriate interview attire, make a proper introduction, provide their resume and portfolio, and answer panelist questions. After the interview is complete, students will listen to constructive feedback and follow up with a professionally written thank you note.

## Technology in Education

Students will learn how to prepare students to navigate a technological world that does not yet exist and can only minimally be predicted. Teaching learners critical thinking, flexibility, willingness to learn, and acceptance of mistakes as a process. Students will learn about the effect of recent technologies on all aspects of education. Students will research the ways technology has affected teacher's planning, designing and delivering lessons, assessment, and reflection. Students will look at what research says about learning and the effectiveness of technological tools and strategies using resources like *The Role of Digital Technologies in Deeper Learning*. Students will learn about the SAMR model. Students will learn about digital citizenship, digital footprint and the need to promote computer literacy in the classroom. Students will learn about online courses, technology as a disruptive force, website credibility evaluation, software/online or mobile application effectiveness evaluation, and distance learning.

## Assignments

Students will be asked to evaluate the effectiveness of tools. Students will consider the SAMR model and determine if the use of technology in a given situation is an improvement over older methods. Students will evaluate a teaching tool for effectiveness with a rubric and make suggestions for improvement. Students will research their current digital footprint and make a presentation that identifies ways to create a positive digital footprint. Students will research and share out to the class an effective teaching tool for a given subject area.

## Textbooks

Title	Authors	Publisher	Edition	Website	Is Primary
The First Days of School	Harry Wong	Harry K. Wong Publishers	4th Edition/2009	--	Yes
What is the Color of Your Heart: A Humanist Approach to Diversity	Dr. Rose Borunda	Kendall Hunt	Third Edition/2011	--	No
Becoming a Teacher	Forrest W. Parkay & Beverly Hardcastle	Pearson	Ninth Edition/2012	--	Yes
Tools for Teaching	Fred Jones	Fredrick H. Jones and Associates	Third Edition/2007	--	No
How to Teach Students Who Don't Look Like You: Culturally Responsive Teaching Strategies	Bonnie M. Davis	Corwin	Second Edition/2012	--	Yes

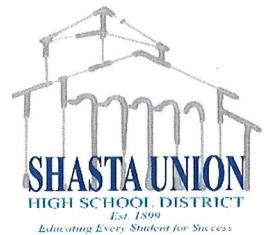
## Periodicals

<b>Title</b>	<b>Periodical</b>	<b>Authors</b>	<b>Date</b>	<b>Website</b>
Varies	Educator Magazine	CA Teachers Association	Varies	<a href="http://www.cta.org/educator">http://www.cta.org/educator</a>
The Role of Digital Technologies in Deeper Learning	Deeper Learning Research Series	Chris Dede, Harvard University	December 2014	<a href="https://files.eric.ed.gov/fulltext/ED561254.pdf">https://files.eric.ed.gov/fulltext/ED561254.pdf</a>

## Websites

<b>Title</b>	<b>Authors</b>	<b>Organization</b>	<b>Website</b>
CA Standards for the Teaching Profession	CA Department of Education	Beginning Teacher Support and Assessment	<a href="http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf">http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf</a>
CA Common Core Standards	CA Department of Education	CA State Board of Education	<a href="http://www.cde.ca.gov/re/cc/">http://www.cde.ca.gov/re/cc/</a>
Educators Rising	Phi Delta Kappa	Phi Delta Kappa	<a href="http://educatorsrising.org">educatorsrising.org</a>

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



COURSE # \_\_\_\_\_ ABBR. COURSE TITLE: \_\_\_\_\_

COURSE NAME: Bio Tech SUBJECT AREA: Elective

GRADE LEVEL(S): 11-12 LENGTH OF COURSE: 1 Year UNITS: 10 OFFERED AT: All

CTE:  No  Yes → PATHWAY: Health Science  Intro  Concentrator  Completer

UC/CSU a-g: Pending - Will Submit  REQUIREMENT: g - CP Elective  APPROVAL DATE: \_\_\_\_\_

PREREQUISITES: Intro to Med

**COURSE DESCRIPTION:**

BioTechnology dives deep into the world of pharmacology, genetics, and bioethics, exploring everything from molecular cell biology, DNA, RNA, and the mRNA technology used in modern vaccines.

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

REQUESTED BY

Rebecca Berg

DISTRICT DEPARTMENT CHAIR

ASSOCIATE SUPERINTENDENT – INSTRUCTIONAL SERVICES

SUPERINTENDENT

DATE: 11/18/25

DATE: 11/18/25

DATE: 11/18/25

DATE: \_\_\_\_\_

BOARD APPROVAL DATE: \_\_\_\_\_ RESOLUTION #: \_\_\_\_\_

## BIO TECH SYLLABUS– 2025/26

### COURSE DESCRIPTION

\*\*Welcome to your Bio Tech class! This cutting-edge **BioTechnology** course dives deep into the world of **pharmacology, genetics, and bioethics**, exploring everything from **molecular cell biology, DNA, RNA**, and even the game-changing **mRNA technology** used in modern vaccines. But we don't just stop at theory—we bring science **to life** by bridging the gap between discovery and real-world application.

\*\*Bio Tech is a second year class in our Medical Pathway. This class is a capstone course for students who have already completed Intro to Medical Careers.

\*\***What makes this class different?** You'll **design, develop, and prototype** your own biotech innovation—taking a scientific problem, engineering a solution, and mapping out its journey to production. By the end of the course, you'll have a tangible **biotech prototype and production plan** to showcase your work.

We will also have many opportunities to engage in hands-on skills, including:

Vital Signs  
Medical Scenarios  
Extracting DNA  
And MANY more!

Career Professionalism  
Mindfulness  
Working with Chemicals

CPR and First Aid  
Laboratory skills  
Growing Cells

### MATERIALS NEEDED

All students are required to have and bring to class daily: a Bio Tech folder, a Lab notebook, and a writing utensil.

### GRADES

Grades will be based on the accumulated points throughout the semester and assigned according to the following scale:

A: 90-100%   B: 80-89%   C: 70-79%   D: 60-69%   F: below 60%

### Grading Categories

30% - Tests/Quizzes   30% - Projects/Labs   10% - In class work/participation   30% - Assignments

### HOMEWORK

Homework is occasional, and we try to complete most work in class. Studying for each unit test will be the most extensive homework.

### TESTS

There will be a test at the end of each unit/topic. The tests usually combine multiple-choice, fill-in-the-blank, and essay. Lab tests may be written or demonstrated.

## A brief overview of what the school year will look like

- ❖ Safety in the Lab
  - Creating a safe workplace
  - Working safe with chemicals
  - Working safely with biological hazards
- ❖ Documentation in the Lab
- ❖ Metrology in the lab
- ❖ Spectrophotometry and the measurement of light
- ❖ Biological Solutions
- ❖ Assays
- ❖ Biological Separation methods
- ❖ Growing Cells
  - Bacterial Cells
  - Mammalian Cells
- ❖ CRISP-R

## Textbooks/Lab Manuals/Reference Books Used in class

Adams, J. (2024). *CRISPR made easy*. Jonathan Adams.

Doudna, J. Mali, P. (2016). *CRISP-CAS: A Laboratory manual*. Cold Spring Harbor Laboratory Press, NY.

Seidman, L.A, Kraus, M.A, Brandner, D, & Mowery, J. (2011). *Laboratory manual for biotechnology and laboratory science: The Basics*. Benjamin Cummings. [Https://www.pearsonhighered.com](https://www.pearsonhighered.com)

Wolff, A.G. (Ed.). (2019). *Molecular biology techniques: A classroom laboratory manual* (4th ed.). Academic Press. <https://www.elsevier.com/books-and-journals>

## Google Classroom

Google Classroom will be utilized for some assignments and materials, and participation. Please join the classroom for this class.

Access Code: **fhjcqekh**

## Classroom Conduct

\*\*As professionalism is an important component within the healthcare workforce **cell phones need to be placed in your designated cell phone caddy before the beginning of class each day**. They may be retrieved at the end of class. Failure to do so will result in a referral to the office, in accordance with school policy.

\*\*A bell-ringer question will be on the board and google classroom each day. At the beginning of class we'll spend 5-7 minutes writing in journals. 3-5 sentences or more discussing or answering the prompt and will be submitted for participation credit. (10% of your grade)

\*\*Professionalism days. Once a week students will wear scrub bottoms and a Bio-tech tee shirt. Both the scrub bottoms and tee shirt will be rented to the student for the year. If either is lost, the student will be responsible for the cost of a replacement. With this uniform, there are other professional requirements. **NO** open toed or open back shoes. Long hair will need to be pulled back and out of the face, whether you are male or female. Please come to me with questions or concerns. (10% of your grade)

# Bio Medicine 2

<b>Grades:</b>	10,11,12
<b>Length:</b>	Full Year
<b>Environment:</b>	Classroom-based
<b>Honors:</b>	None
<b>Subject:</b>	Science (D)
<b>Discipline:</b>	Biology / Life Sciences
<b>Institution:</b>	San Gabriel Valley ROP

## Course Overview

Advanced Medical Biotechnology is a course that is intended for students who have completed Medical Biotechnology and would like to gain additional knowledge in upper-level biochemistry, molecular biology, and laboratory techniques. The course will examine the tools and techniques of DNA and protein manipulation and analysis. Lessons will engage students in conducting laboratory experiments, collecting and analyzing real data, researching and communicating scientific information, and critically discussing the ethical and social issues surrounding the use of biotechnology in today's society.

### Unit 1. Pharmaceutical Biotechnology

In this unit students will study how scientists test the effectiveness of antibiotics and antimicrobials and discuss the significance of antibiotic resistance. Students will use the internet to find information about herbal remedies, traditional pharmacology, and recombinant pharmacology. Students will set up an antimicrobial plant extract assay in order to determine what plant-based materials contain active ingredients that will inhibit the growth of bacteria. Students will also practice synthesizing aspirin from its plant precursor salicylic acid, and discuss their success in the yield and purity of their lab created compound. Later, students will explain how high-throughput screening methods are used to discover potential drug activity, and describe the methods for synthesizing peptides and oligonucleotides and their respective uses.

### Assignments

Students will model peptide synthesis using molecular puzzles pieces, and research and design a brochure highlighting the different ways peptides are tested for therapeutic purposes. In their brochure, students will also be tasked with describing the methods for synthesizing different peptides and oligonucleotides and their respective uses in medicine.

### Lab Activities

- Set up an antimicrobial plant extract assay
- Practice synthesizing aspirin from its plan precursor salicylic acid

## Unit 2. Genetic Disease Detection

In this unit students will study human genetic predisposition to specific diseases and cancers. Students will take on the role of a cytogeneticist by reading clinical case studies and diagnosing the diseases of 15 different patients. Students will gain exposure to a wide variety of chromosome abnormalities resulting from structural rearrangements due to nondisjunction, deletion, inversion, and translocation. Later, students will study the role of genes and inheritance patterns of familial cancers and construct a family pedigree for Li-Fraumeni Syndrome. Students will perform a diagnostic test by running digested DNA samples from several family members using gel electrophoresis and identify sequence mutations by analyzing DNA sequences simulating p53 hotspots. Finally, students will describe how genetic testing can reveal information about a patient's risk of developing a disease or a disorder.

### Assignments

Students will take on the role of a cytogeneticist by reading clinical case studies and diagnosing the diseases of 15 different patients. Using this information, students will act as genetic counselors and compose a letter to the parents of one of the patients explaining their genetic findings and describing the implications of these chromosome results for their future fetus or newborn. To complete this activity, students will use electronic resources to perform literature searches, evaluate their findings, and practice constructing clearly presented opinions through writing.

### Lab Activities

- Perform a diagnostic test by running digested DNA samples from several family members using gel electrophoresis
- Identify sequence mutations by analyzing DNA sequences simulating p53 hotspots.

## Unit 3. Infectious Disease Detection

In this unit students will detail the multiple uses of DNA technology, antibodies, and vaccines in detecting infectious diseases. Students will investigate Smallpox and Mad Cow Disease, in order to identify the causative agents of these diseases, and analyze simulated PCR products to confirm or rule out the presence of the infectious agent in fictional patients. Later, students will study the Epstein Barr Virus (EBV) and examine its form of transmission and replication. Students will study the process of using Enzyme Linked Immune Assay (ELISA), and describe how this assay detects the EBV antibodies. Students will perform an enzyme-linked immunosorbent assay (ELISA) in order to screen simulated serum samples for antibodies to EBV. Finally, students will perform a Western Blot using simulated patient samples in order to probe for a protein that is over expressed when the patient is infected. Students will write a formal medical report describing their results and

identifying infected patients.

## Assignments

By using classroom materials, students will develop their own models of antigens and their complementary antibodies. Students will use pipe cleaners and beads to model the structure of antibodies and describe how three different genes can produce variation in antibody structure. Students will further research and create a science poster describing the use of antibodies in a medical or a research setting. In small groups students will present their poster to the class through an oral presentation.

## Lab Activities

- Analyze simulated Mad-Cow Disease, and Smallpox
- Identify causative agents of these diseases
- Simulated PCR research

## Unit 4. CRISPR and Gene Editing Technology

Students will examine a number of gene editing methods including nucleases such as CRISPR-Cas9, ZFNs or TALENs, viral systems such as rAAV and also transposons. Students will research how gene editing technologies can be utilized in biomedicine, identify possible concerns regarding their safety, and report on the major companies who create gene editing tools or products. In the lab, students will use CRISPR- Cas9 editing system by modifying the genomic DNA of a strain of *E. coli* so that it can grow and survive on streptomycin media. Students will edit a single DNA base so that the Lysine amino acid at position 43 (K43) is turned into a Threonine, thus allowing the bacteria to acquire antibiotic resistance.

## Assignments

Students will choose a biotechnology company currently using the CRISPR-Cas9 technology and create a free informative website about the company, describing how the technology works, and identifying how the technology helps cure a variety of genetic disorders or diseases. Students will work in teams of two and will be asked to present their website to the class. By completing this assignment, students will practice using electronic resources to perform literature searches, and communicating the relevance and the impact of their findings and discoveries to the public.

## Lab Activities

- Students will use the CRISPR-CAs9 editing system by modifying the genomic DNA of a strain of *E.coli* so that it can grow and survive on streptomycin media.

- Students will edit a single DNA base so that lysine amino acid at position 43 (K43) is turned into a Threonine, thus allowing the bacteria to acquire antibiotic resistance.

## Unit 5. Bioinformatics and Genomics

In this unit students will continue to investigate how bioinformatics is used to identify organisms, screen and develop new drugs, and predict disease susceptibility by learning how to read DNA Barcoding, and DNA/RNA Microarrays. By using a simulated microarray technology kit, students will compare the relative expression levels of 6 different genes in healthy lung cells and cancerous lung cells. Students will then discuss the significance of the relative expression levels with respect to the genes' roles in causing cancer. Later, students will learn about mitochondrial DNA, and analyze mitochondrial DNA inheritance patterns by looking at a family pedigree. Students will perform a similar comparison of mtDNA taken from people around the world by using the Sequence Server website of Cold Spring Harbor's Dolan DNA Learning Center. Students will analyze the genetic diversity of people around the world, and report their results by writing a scientific journal article on the topic.

### Assignments

Students will perform comparisons of mtDNA taken from people around the world by using the Sequence Server website of Cold Spring Harbor's Dolan DNA Learning Center. Students will analyze all possible base-pair sequence comparisons for their assigned human populations, count the number of base differences for each sequence comparison, and calculate the result in terms of overall percentage. Students will analyze the genetic diversity of people around the world, and report their results by writing a scientific journal article on the topic.

### Lab Activities

- By using a simulated microarray technology kit, students will complete the relative expression levels of 6 different genes in healthy lungs and cancerous lung cells.

## Unit 6. Ethical Issues in Medical Biotechnology

After gaining insight into DNA manipulations and ethical arguments surrounding different technologies, students will continue to explore ethical considerations surrounding the topics of gene therapy, prenatal testing, gene editing, bioterrorism, treatment affordability, and patient privacy.

### Assignments

Students will prepare a presentation on a bioethical issue surrounding the use of biotechnology, and compare the benefits and harm that can be the result of the biotechnology innovation in both the research and application phases. Students will engage in critical thinking about societal issues related to biotechnology, and participate in formal debates on their assigned topics.

Students will write an opinion piece for a local newspaper, which discusses one of the bioethical issues discussed in class. The article will include a thorough discussion of the issue with research background information, the values and morals of the stakeholders, and the best possible solution to the problem. By writing this article, students will practice synthesizing and communicating information, constructing written arguments, and critically thinking about societal issues concerning the use of biotechnology. Students will also research and identify public misunderstandings related to biotechnology and discern the source of these misunderstandings.

## Lab Activities

- Stem cells and diabetes activity- Pulse-Chase Primer
- Students will complete the Pancreatic Beta Cell lab activity- to determine if adult pancreatic cells can regenerate
- Microarray and stem cells activity

## Unit 7. Culminating Final Project

For the culminating final project of this course students will work through a design process to create or improve a medical innovation. Students will choose to investigate one current medical device, a pharmaceutical product, or a surgical procedure, and brainstorm ideas for creating a new biomedical product or improving an existing product. Students will explore possible design solutions, select the best approach, and develop a design proposal. Finally, students will showcase their designs using a model, a prototype, or a schematic and create a marketing plan to pitch their product to potential investors.

## Assignments

Students will review medical technology presented over the course of the two biotechnology classes and propose a new medical device, pharmaceutical product, or surgical procedure that can improve medical health care. Students may also choose to improve an existing product on the market. Students will work with a team to build a prototype, a physical model, or schematic of the intervention, and develop a plan on how to sell their invention to a target audience. Students will also provide evidence of their design process and background research prior to creating their models. Students will present their innovations in small teams using a PowerPoint presentation.

## Lab Activities

- Creation of a prototype, physical model, or schematic of an intervention to improve an existing medical device, pharmaceutical product, or surgical procedure that can improve healthcare.

## Textbooks

Title	Authors	Publisher	Edition	Website	Is Primary
Biotechnology: An Introduction	Barnum, Susan R	Brooks Cole	2006	--	No
Biotechnology: A Laboratory Skills Course	Brown, Kirk J.	BioRad Press	2011	--	No
Biotechnology: Science for the New Millennium	Daugherty, Ellyn	Paradigm Publishing, Inc.	2017	--	No
Biotechnology Laboratory Manual	Daugherty, Ellyn	Paradigm Publishing, Inc.	2017	--	No

## Websites

Title	Authors	Organization	Website
Basic Local Alignment Search Tool	--	NCBI National Center for Biotechnology Information	<a href="https://blast.ncbi.nlm.nih.gov/Blast.cgi">https://blast.ncbi.nlm.nih.gov/Blast.cgi</a>
Comparing mtDNA Sequences to Learn about Human Variation	--	PBS	<a href="https://www.pbs.org/race/000_About/002_04-teachers-03.htm">https://www.pbs.org/race/000_About/002_04-teachers-03.htm</a>
DNA Learning Center	--	Cold Spring Harbor Laboratory	<a href="https://dnalc.cshl.edu/resources/animations/restriction.html">https://dnalc.cshl.edu/resources/animations/restriction.html</a>
GenBank	--	National Center for Biotechnology Information Search database	<a href="https://www.ncbi.nlm.nih.gov/genbank/">https://www.ncbi.nlm.nih.gov/genbank/</a>
Good Laboratory Practices for Nonclinical Laboratory Studies	--	FDA	<a href="https://www.accessdata.fda.gov/scripts/cdrh/cfdocs/cfcfr/CFRSearch.cfm?CFRPart=58">https://www.accessdata.fda.gov/scripts/cdrh/cfdocs/cfcfr/CFRSearch.cfm?CFRPart=58</a>
HHMI BioInteractive	--	HHMI BioInteractive	<a href="https://www.biointeractive.org/">https://www.biointeractive.org/</a>
Virtual Labs	--	Genetic Science Learning Center	<a href="https://learn.genetics.utah.edu/content/labs/">https://learn.genetics.utah.edu/content/labs/</a>
MassBioEd's Curricula Materials	--	Massachusetts Biotechnology Education Foundation	<a href="https://www.massbioed.org/educators/curriculum">https://www.massbioed.org/educators/curriculum</a>
Quantitative ELISA Online Mendelian Inheritance in Man (OMIM)	--	Online Mendelian Inheritance in Man	<a href="https://www.omim.org/">https://www.omim.org/</a>

# 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**

<b>NAME</b>	<b>POSITION</b>	<b>EFFECTIVE</b>
<b><u>Classified</u></b>		
<b><u>New Hire</u></b>		
Shabazian, Albert	PS Maint Wrkr I, Farm 8 hours / 12 months	December 8, 2025
<b><u>Hours/Location/Position Change</u></b>		
Jucker, Charles	Lead Maintenance, SLC 8 hours / 12 months	November 17, 2025
Murrietta, Sarah	Admin Asst HR, DO 8 hours / 238 days	July 1, 2025
Crummett, Julie	Career Education Tech, SHS 6.5 hours, 10 months	January 6. 2026
Chao, Cindy	Admin Asst – IS, DO 8 hours / 238 days	January 5, 2026
Mares, Eugene	Custodian, SLC 8 hours / 12 months	December 15, 2025
Robinson, Holly	Title I Para, EHS 7 hours, 10 months	January 6, 2026
Zettel, Erika	School Support Secretary, EHS 8 hours/ 238 days	January 6, 2026
Chen, Yufang	Lead Custodian, SHS 8 hours / 12 months	December 22, 2025
Sumption, Michael	Director of Technology 8 hours / 12 months	January 5, 2026
<b><u>Resignation/Prob Release</u></b>		
Williams, Breigha	SDCI Paraprofessional, EHS 6.5 hours / 10 months	December 19, 2025

Duncan, Alisha	Admin Asst – IS, DO 8 hours, 238 days	January 2, 2026
Louangrath, Neekhone	Lead Custodian, SHS 8 hours, 12 months	December 8, 2025

# SHASTA UNION HIGH SCHOOL DISTRICT

**SUBJECT:** Quarterly Report - Williams Uniform Complaints

**PREPARER:** Jason Rubin  
Associate Superintendent of Human Resources

**RECOMMENDATION:**

- Action
- Discussion
- Information

**BACKGROUND:**

No Williams Uniform Complaints have been filed between October 1, 2025 and December 31, 2025.

**Academic School Year 2025 - 2026**  
**Quarterly Report on Williams Uniform Complaints**  
[Education Code 8.35186]

District: \_\_\_\_\_

Form Completed By: \_\_\_\_\_ Title: \_\_\_\_\_

Quarterly Report Submission Date:  October 2025  April 2026  
*(Please check one)*  January 2026  July 2026

Date for information to be reported publicly at governing board meeting:

Please check the box that applies:

No complaints were filed with any school in the district during the quarter indicated above.

Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
<b>Textbooks and Instructional Materials</b>			
<b>Teacher Vacancy or Misassignments</b>			
<b>Facilities Conditions</b>			
<b>TOTALS</b>			

Print Name of District Superintendent

### Signature of District Superintendent

Date

Submit by the 15th of the month to: Barbara Erlei at [berlei@shastacoe.org](mailto:berlei@shastacoe.org)

# SHASTA UNION HIGH SCHOOL DISTRICT

**SUBJECT:** Shasta Union High School District Site Safety Plans

**PREPARER:** Jason Rubin  
Associate Superintendent of Human Resources

**RECOMMENDATION:**

- Action
- Discussion
- Information

**BACKGROUND:**

It is a requirement that each District school maintain a Site Safety Plan. These plans include requirements outlined by the State of California. Administration from each of our sites have worked together to assure that our plans meet the regulations outlined by the CA Education Code Section 32280-32289. These plans have been reviewed by each schools site Safety Team and approved by School Site Councils.

**REFERENCES:**

Copies of the plans will be made available at the meeting and can be obtained by contacting the District Office at (530) 241-3261.

# SHASTA UNION HIGH SCHOOL DISTRICT

**SUBJECT:** HR Analyst Job Description

**PREPARER:** Jason Rubin  
Associate Superintendent of Human Resources

**RECOMMENDATION:**  Action  
 Discussion  
 Information

**BACKGROUND:**

Administration recommends approving the HR Analyst job description to better meet the needs of the District.

# SHASTA UNION HIGH SCHOOL DISTRICT

## HR ANALYST

### **BASIC FUNCTION:**

Under the direction of the Director of Human Resources, perform a variety of technical duties that are highly complex and responsible secretarial and administrative services in the areas of benefits, athletics and safety committee. Provide assistance to prospective and current classified and/or certificated personnel; participate in the processing of new personnel; provide information and assistance to employees, administrators, job applicants and the general public regarding personnel functions, District policies and procedures; prepare and maintain a variety of personnel files, records and reports.

### **EXAMPLES OF IMPORTANT RESPONSIBILITIES/DUTIES** *Responsibilities/duties may include, but are not limited, to the following:*

Perform a variety of technical duties and provide assistance to prospective and current classified and/or certificated personnel; resolve personnel-related issues and concerns with discretion and confidentiality; refer more difficult or sensitive issues to supervisor as needed.

Contact candidates selected for employment; assist employees and applicants in completing and submitting a variety of forms regarding employment, provide information to payroll regarding employee insurance selections/options.

Communicate with the District Payroll Technicians regarding employee benefit plan enrollment/changes, leaves and other related items that may affect employee pay or leave balances

Coordinate employee benefit programs in compliance with carrier contracts (e.g, enrolling new employees, explaining benefit options, mediating benefit eligibility and payment issues, open enrollment, etc.) for the purpose of providing maximum coverage to employees within contract specifications

Assist personnel, beneficiaries and/or insurance-providers for the purpose of eligibility verification and conveying information

Communicate with district administrators, bargaining units, employees and insurance carriers for the purpose of distributing of information and providing benefit expertise

Coordinate activities (e.g. health benefits committee, health fair, open enrollment materials/communications, etc.) for the purpose of delivering services in compliance with District, state and federal requirements

Process new paid and/or volunteer coaches, monitor coaching requirements to include; fingerprinting, CPR/First aid, TB clearance; maintain longevity spreadsheet and calculate payments.

Fly athletic coaching positions and work with athletic administrators, directors and site secretaries on athletic coaching openings, coaching requirements and ensuring coaches complete required certifications.

Provide support for 'the implementation of the District's Safety, Committee and-Incentive Program

Establish and maintain a variety of personnel files and records including employee status change reports, according to established procedures, policies, rules and regulations.

Verify employment of District personnel in writing and check for authorization; respond to inquiries concerning employment verification.

Utilize assigned human resources software system to input and extract a variety of data related to certificated and classified employees.

Create and type a variety of correspondence, memoranda and materials including sensitive and confidential reports and documents.

Operate a variety of office equipment including a computer and assigned software; produce various reports utilizing the Human Resources/Payroll database system.

Assist the Associate Superintendent of Human Resources in negotiations with certificated and classified bargaining units.

Perform related duties as assigned

#### **KNOWLEDGE AND ABILITIES:**

Knowledge of:

Office methods and practices, including filing systems, letter and report writing, and maintenance and updating of records.

Appropriate Ed Codes and Board Policies

Safety Committee functions and remain current on mandatory training and compliance notifications.

Practices and procedures related to classified and/or certificated personnel.

Personnel office functions, practices and procedures.

Basic payroll procedures.

Applicable laws, codes, rules and regulations.

Basic State of California credential requirements and processing.

Record-keeping and report preparation techniques.

Operation of a computer and assigned software.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Interpersonal skills using tact, patience and courtesy.

Modern office practices, procedures and equipment.

Telephone techniques and etiquette.

#### **ABILITY TO:**

Perform a variety of technical duties and provide assistance to prospective and current classified and/or certificated personnel.

Interpret, apply and explain rules, regulations, policies and procedures related to classified and/or certificated personnel.

Prepare and maintain a variety of records, files and reports.

Answer telephones and greet visitors courteously.

Perform clerical duties such as filing, typing, duplicating and maintaining personnel records.

Type at an acceptable rate of speed.

Operate a variety of office equipment including a computer and assigned software.

Determine appropriate action within clearly defined guidelines.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

Work confidentially with discretion.

Meet schedules and time lines.

Complete work with many interruptions.

## **EDUCATION AND EXPERIENCE:**

Any combination equivalent to: graduation from high school and three years of clerical and/or human resources experience involving public contact.

## **WORKING CONDITIONS:**

### **ENVIRONMENT:**

Office environment.  
Constant interruptions.

### **PHYSICAL DEMANDS:**

Dexterity of hands and fingers to operate a computer keyboard.  
Hearing and speaking to exchange information in person and on the telephone  
Sitting or standing for extended periods of time.  
Seeing to read variety of materials.  
Bending at the waist, kneeling or crouching to file materials.

### **HAZARDS:**

Potential for contact with dissatisfied or abusive individuals.

*Pending Board Approval 1/13/2026*

# SHASTA UNION HIGH SCHOOL DISTRICT

**SUBJECT:** 2025-26 Salary Schedule Modifications

**PREPARER:** David Flores  
Associate Superintendent of Business Services

**RECOMMENDATION:**  Action  
 Discussion  
 Information

## **BACKGROUND:**

1. CSEA Salary Schedule – Modify listing Program Support Maintenance Worker, Range 21 and Program Support Lead Maintenance Worker, Range 23.
2. Confidential Salary Schedule – Modify HR Analyst to Active and modify to Range 5.

**SHASTA UNION HIGH SCHOOL DISTRICT**

**CSEA - CLASSIFIED SALARY SCHEDULE  
JULY 1, 2025**

		Schedule A	
	RANGE	STEP 1	STEP 5
<b>FOOD SERVICES</b>			
FOOD NUTRITION SPECIALIST	19	18.72	22.77
CATERING COORDINATOR	20	19.64	23.87
FOOD/NUTRITION SITE SUPERVISOR	20	19.64	23.87
~PIZZA PRODUCTION LEADER	20	19.64	23.87
VENDING PRODUCTION LEADER	20	19.64	23.87
FOOD AND BEVERAGE MANAGER	21	20.63	25.06
<b>MAINTENANCE &amp; OPERATIONS</b>			
CUSTODIAN	20	19.64	23.87
LEAD CUSTODIAN	21	20.63	25.06
ATHLETIC FIELD TECHNICIAN	21	20.63	25.06
UTILITY/AUDITORIUM TECHNICIAN	21	20.63	25.06
PROGRAM SUPPORT MAINTENANCE WORKER	21	20.63	25.06
MAINTENANCE WORKER I	21	20.63	25.06
MAINTENANCE WORKER II	22	21.65	26.34
PROGRAM SUPPORT LEAD MAINTENANCE WORKER	23	22.77	27.65
LEAD MAINTENANCE WORKER	23	22.77	27.65
DISTRICT UTILITY WORKER	27	27.65	33.62
<b>TRANSPORTATION SERVICES</b>			
BUS DRIVER	23	22.77	27.65
BUS DRIVER / UTILITY WORKER	23	22.77	27.65
~MECHANIC I	23	22.77	27.65
~MECHANIC II	24	23.87	29.07
~MECHANIC III	27	27.65	33.62
~MECHANIC IV	30	32.06	39.00
AA Degree \$	402		
BA Degree \$	736		

NOTE:

1. BUS DRIVERS ASSIGNED TO THE FRENCH GULCH, OAK RUN & VIOLA "OUT-OF-TOWN" ROUTES, OF WHOM HOUSE THE BUS AT THEIR PLACE OF RESIDENCE, SHALL RECEIVE 10% SHIFT DIFFERENTIAL DURING THE SCHOOL YEAR, BUT SHALL NOT RECEIVE MILEAGE REIMBURSEMENT.
2. 1. BUS DRIVERS WHO ARE ALSO EMPLOYED IN A CLASSIFICATION OTHER THAN BUS DRIVER SHALL NOT BE ELIGIBLE FOR ADDITIONAL BUS TRIPS WHICH CONFLICT WITH THE HOURS AND RESPONSIBILITIES IN THE NON-DRIVING POSITIONS.

~2.00% EFFECTIVE 7/1/22, Board Approved on 11/14/22  
~6.17% EFFECTIVE 7/1/23  
~0.8% EFFECTIVE 7/1/24  
~2.5% EFFECTIVE 7/1/25

**PENDING BOARD APPROVAL ON 01/13/2026**

SHASTA UNION HIGH SCHOOL DISTRICT

CONFIDENTIAL EMPLOYEES SALARY SCHEDULE

EFFECTIVE 7/1/25

RANGE	POSITION	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 8	STEP 10	STEP 12	STEP 14	STEP 16	STEP 18	STEP 20	STEP 22	STEP 24
1	ADM ASST (IS, HR, BSJ)	\$29.10	\$30.56	\$32.09	\$33.70	\$35.38	\$37.15	\$38.08	\$39.03	\$40.01	\$41.01	\$42.04	\$43.09	\$44.17	\$45.27	\$46.40
2	EXEC ASST - SUPT.	\$34.47	\$36.21	\$38.01	\$39.92	\$41.91	\$44.01	\$45.11	\$46.24	\$47.40	\$48.59	\$49.80	\$51.05	\$52.33	\$53.64	\$54.98
5	*HR ANALYST*	\$26.71	\$28.05	\$29.45	\$30.92	\$32.47	\$34.09	\$34.94	\$35.81	\$36.71	\$37.63	\$38.57	\$39.53	\$40.52	\$41.53	\$42.57
<b>*POSITIONS CURRENTLY UNFILLED/INACTIVE</b>																
4	*FACIL & OP ANALYST	\$29.10	\$30.56	\$32.09	\$33.70	\$35.38	\$37.15	\$38.08	\$39.03	\$40.01	\$41.01	\$42.04	\$43.09	\$44.17	\$45.27	\$46.40
5	*FINANCIAL ASST*	\$26.71	\$28.05	\$29.45	\$30.92	\$32.47	\$34.09	\$34.94	\$35.81	\$36.71	\$37.63	\$38.57	\$39.53	\$40.52	\$41.53	\$42.57
6	*BUDGET ANALYST*	\$36.26	\$38.07	\$39.98	\$41.97	\$44.08	\$46.29	\$47.45	\$48.64	\$49.86	\$51.11	\$52.39	\$53.70	\$55.04	\$56.42	\$57.83

A.A. STIPEND  
B.A./B.S. STIPEND

\$356  
\$650

\*\*RETIREMENT STIPEND: FOR ELIGIBLE EMPLOYEES 10% OF THE EMPLOYEE'S CURRENT ANNUAL SALARY OR A STIPEND OF \$4,351 WHICHEVER IS GREATER AT THE TIME OF NOTICE. NOTICE MUST BE GIVEN TO THE DISTRICT AT LEAST 6 MONTHS PRIOR TO EFFECTIVE DATE OF RETIREMENT.

-2.08% EFFECTIVE 7/1/22  
-6.17% EFFECTIVE 7/1/23  
-0.8% EFFECTIVE 7/1/24  
-2.5% EFFECTIVE 7/1/25

PENDING BOARD APPROVAL ON 01/13/2026

# SHASTA UNION HIGH SCHOOL DISTRICT

**SUBJECT:** Expulsion Readmission

**PREPARER:** Owen Crosby, Superintendent

**RECOMMENDATION:**

- Action
- Discussion
- Information

**BACKGROUND:**

Per Ed. Code, the Board is required to make a determination in open session regarding the readmission of a student expulsion.

**REFERENCES:**

E.C. 48916

# 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:** Monthly Financial Report

**PREPARER:** David Flores  
Associate Superintendent of Business Services

**RECOMMENDATION:**

- Action
- Discussion
- Information

## **BACKGROUND:**

Comparing actuals through December 2025 to our First Interim Budget from December. We have received 26% of our projected revenue and expended 46% of our expense budget. Salaries and benefits are trending where we would expect them to given, we're halfway through the fiscal year. The Services and Capital Outlay budgets are trending higher than the 46% average. These expenditure categories are expended as needed and are not based on a monthly average as the salary and benefits are.

**SHASTA UNION HIGH SCHOOL DISTRICT**  
**2025-2026**  
**General Fund Expenditures as of December 31, 2025**

		2025-2026 First Interim Budget (A)	2025-2026 Actuals 12/31/2025 (B)	2025-2026 Remaining Balance (C) = (A) - (B)	50.00% of FY Complete (D) = (B) / (A)
<b>REVENUES</b>					% Spent or Received
Revenue Limit Sources	8010 - 8099	57,110,286	11,354,271	45,756,015	20%
Federal Revenues	8100 - 8299	3,473,487	800,963	2,672,524	23%
Other State Revenues	8300 - 8599	8,969,585	4,465,534	4,504,051	50%
Other Local Revenues	8600 - 8799	6,946,810	3,432,394	3,514,416	49%
Interfund Transfers In/Other Sources	8910 - 8979	658,174	0	658,174	0%
<b>TOTAL REVENUES</b>		<b>77,158,342</b>	<b>20,053,161</b>	<b>57,105,181</b>	<b>26%</b>
<b>EXPENDITURES</b>					
Certificated Salaries	1000 - 1999	28,681,482	13,031,414	15,650,068	45%
Classified Salaries	2000 - 2999	14,366,770	6,854,933	7,511,837	48%
Employee Benefits	3000 - 3999	19,408,115	8,480,727	10,927,388	44%
Books and Supplies	4000 - 4999	7,910,296	1,834,171	6,076,125	23%
Services, Other Operating Expenses	5000 - 5999	9,612,965	6,608,357	3,004,608	69%
Capital Outlay	6000 - 6599	1,499,876	756,157	743,719	50%
Other Outgo	7100 - 7299	1,184,226	645,574	538,652	55%
Direct Support / Indirect Costs	7300 - 7399	(126,379)	0	(126,379)	0%
Debt Service	7438 - 7439	473,681	0	473,681	0%
Interfund Transfers Out/Other Uses	7610 - 7699	638,000	0	638,000	0%
<b>TOTAL EXPENDITURES</b>		<b>83,649,032</b>	<b>38,211,332</b>	<b>45,437,700</b>	<b>46%</b>
NET INCREASE/DECREASE IN FUND BALANCE		(6,490,690)	(18,158,171)		
<b>BEGINNING BALANCE</b>		<b>33,937,903</b>	<b>33,937,903</b>		
<b>ENDING BALANCE</b>		<b>27,447,213</b>	<b>15,779,732</b>		

**Components of Ending Fund Balance**

Reserved Rev Cash/Prepays/Stores  
Economic Uncertainty (3.5%)  
Committed  
Assigned  
Restricted  
Total

17,000			
2,634,524			
10,080,345			
-			
10,908,033			
23,639,902			

# SHASTA UNION HIGH SCHOOL DISTRICT

**SUBJECT:** Foothill High School Kick-Off Classic and Enterprise High School Black & Gold fundraising Dinner Auctions

**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 and the Enterprise High School Sports Boosters are both requesting Board approval to host dinner auctions where food, beer and wine will be served as a fundraising event. The Foothill High School Boosters event is scheduled for March 28, 2026, and the Enterprise High School Sports Boosters event is scheduled for March 21, 2026.

The event descriptions follow this board note for your review.

**REFERENCES:**

BP 1330 and 7400



**APPLICANT:**

Requesting Organization Foothill Sports Boosters Phone: 530-209-8852  
Responsible Person: Ronnie Knowles Email: fhssportsboosters@gmail.com  
Address: PO Box 643 Palo Cedro, CA Zip Code: 96073  
Nature of Activity: Kick-Off Classic  
Participants Expected: 500 Spectators Expected: \_\_\_\_\_  
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: Football Program  
Is the use non-exclusive and open to the public?  Yes  No

**EVENT INFORMATION:**

Facility Requested Big Gym Date(s) of Event: March 27-29 2026  
Event Start Time: 4:30pm Event End Time: 11:00pm Time entering building: 8:00am

**EQUIPMENT REQUESTED**

Screen	<input checked="" type="checkbox"/>	Scoreboard	<input type="checkbox"/>	Restrooms	<input checked="" type="checkbox"/>
Heat/Air	<input checked="" type="checkbox"/>	PA System	<input checked="" type="checkbox"/>	Swim Lanes	<input type="checkbox"/>
Bases	<input type="checkbox"/>	Schematic	<input type="checkbox"/>	(additional fees may apply)	<input type="checkbox"/> (additional fees may apply)
Tables: #	<u>70</u>	Chairs: #	<u>500</u>		

**Event Details:**

This is our main fundraiser for the football program. We will be serving food and drinks. We will also have raffle prizes along with silent auction items. We need to get in on Friday to set up a little and be able to get in on Saturday early to finish up set and make any last minute arrangements. Clean up will be Sunday morning.

**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

2. **Insurance Required of Applicant:** Prior to use of the facility, the Applicant is required to provide a Certificate of Liability Insurance and Additional Insured Endorsement to the Certificate Holder as follows:

- **Certificate Holder:** Shasta Union High School District  
Its elected or appointed officials, employees, agents & volunteers  
2220 Eureka Way, Suite B  
Redding, CA 96001
- **Commercial General Liability or Personal Liability** on an occurrence form with a minimum limit of \$1,000,000 each occurrence / \$2,000,000 general aggregate for all groups except:
  - a. **Seasonal Sports/Recreation Leagues, Sober Grad Organizations, or Private Events with 500+ attendees:** Minimum limit of \$2,000,000 each occurrence / \$2,000,000 general aggregate.
  - b. **Year Round Sports/Recreation Leagues:** Minimum limit of \$5,000,000 each occurrence / \$5,000,000 general aggregate.
  - c. **Use of Swimming Pool** Minimum limit of \$10,000,000 each occurrence / \$10,000,000 general aggregate.
- **Additional Insured Endorsement:** The endorsement must name the Shasta Union High School District, its elected or appointed officials, employees, agents and volunteers as Additional Insured (or Additional Covered Party) under the general liability policy. Forms CG 2026 or CG 2011 or equivalent required. For purposes of the CG 2011 only, this Agreement shall be deemed to be a lease. Blanket Additional Insured forms are acceptable when accompanied with an approved Facility Use Agreement.
- **Evidence of Primary Insurance (either by endorsement or the actual page(s) of the policy typically found in the "Other Insurance" section of policy):** Applicants insurance shall be primary insurance as respects to the Shasta Union High School District, its elected or appointed officials, employees, agents and volunteers. Any insurance or self-insurance maintained by the Shasta Union High School District, its elected or appointed officials, employees, agents and volunteers shall be excess and shall not contribute with it.

3. Applicant hereby certifies that he/she has received and read the rules, regulations, conditions, terms and that he/she and the applicant which he/she represents, will abide by them and will conform to all applicable provisions of the Constitution and laws of California and to all other rules and regulations of the California Department of Education and its authorized agents which may be communicated to the applicant and to the best of my knowledge the school property for use of which this application is hereby made will not be used for the commission of any crime or any act which is prohibited by law.

4. The undersigned states that, to the best of their knowledge, the school property for use of which application is hereby made will not be used for the commission of any act intended to further any program or movement the purpose of which is to accomplish the overthrow of the Government of the United States by force, violence or other unlawful means.

That Foothill Sports Boosters, the organization on whose behalf they are making application for use of school property, does not, to the best of their knowledge, advocate the overthrow of the Government of the United States or of the State of California by force, violence, or other unlawful means, and that, to the best of their knowledge, it is not a Communist action organization or Communist front organization required by law to be registered with the Attorney General of the United States. This statement is made under the penalties of perjury and per Education Code, Section 38135.

That Foothill Sports Boosters, the organization on whose behalf they are making application for use of school property, does not, to the best of their knowledge, advocate the overthrow of the Government of the United States or of the State of California by force, violence, or other unlawful means, and that, to the best of their knowledge, it is not a Communist action organization or Communist front organization required by law to be registered with the Attorney General of the United States. This statement is made under the penalties of perjury and per Education Code Section 38135.

**Authorized Applicant Signature**

Date

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 Rome Knoll Date 12/1/25  
 Applicant Address PO Box 643, Palo Cedro, CA Telephone (530) 209-8852  
 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: \$ \_\_\_\_\_



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

Site EHS

**APPLICANT:**

Requesting Organization EHS Sports Boosters

Phone: (530) 510-3222

Responsible Person: Michelle Tegerstrand

Email: ehssportsboosters@suhisd.net

Address: 3411 Churn Creek Rd. Redding, CA

Zip Code: 96002

Nature of Activity: Black & Gold Fundraising Dinner Auction

Participants Expected: 200

Spectators Expected: \_\_\_\_\_

Applicant has received or will receive for the activities herein listed contributions, cash collections, registration fees, admission fees, tuition, donations or other receipts estimated. \$ 10,000

The net proceeds will be used for: EHS Athletic Supplies

Is the use non-exclusive and open to the public?  Yes  No With Pre-Purchased Tickets

**EVENT INFORMATION:**

Facility Requested Manatowa Gym

Date(s) of Event: March 21, 2026

Event Start Time: 6:00 pm

Event End Time: 9:00 pm

Time entering building: 12 noon

**EQUIPMENT REQUESTED**

Screen

Scoreboard

Restrooms

Heat/Air

PA System

Swim Lanes

Bases

Schematic

*(additional fees may apply)* Kitchen  *(additional fees may apply)*

Tables: # 20

Chairs: # 200

**Event Details:**

Fundraiser Dinner auction. Food will be catered and delivered. Beer and wine will be served and charged for

**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

> **Insurance Required of Applicant:** Prior to use of the facility, the Applicant is required to provide a Certificate of Liability Insurance and Additional Insured Endorsement to the Certificate Holder as follows:

- **Certificate Holder:** Shasta Union High School District  
Its elected or appointed officials, employees, agents & volunteers  
2220 Eureka Way, Suite B  
Redding, CA 96001
- **Commercial General Liability or Personal Liability** on an occurrence form with a minimum limit of \$1,000,000 each occurrence / \$2,000,000 general aggregate for all groups except:
  - a. **Seasonal Sports/Recreation Leagues, Sober Grad Organizations, or Private Events with 500+ attendees:** Minimum limit of \$2,000,000 each occurrence / \$2,000,000 general aggregate.
  - b. **Year Round Sports/Recreation Leagues:** Minimum limit of \$5,000,000 each occurrence / \$5,000,000 general aggregate.
  - c. **Use of Swimming Pool** Minimum limit of \$10,000,000 each occurrence / \$10,000,000 general aggregate.
- **Additional Insured Endorsement:** The endorsement must name the Shasta Union High School District, its elected or appointed officials, employees, agents and volunteers as Additional Insured (or Additional Covered Party) under the general liability policy. Forms CG 2026 or CG 2011 or equivalent required. For purposes of the CG 2011 only, this Agreement shall be deemed to be a lease. Blanket Additional Insured forms are acceptable when accompanied with an approved Facility Use Agreement.
- **Evidence of Primary Insurance (either by endorsement or the actual page(s) of the policy typically found in the "Other Insurance" section of policy):** Applicants insurance shall be primary insurance as respects to the Shasta Union High School District, its elected or appointed officials, employees, agents and volunteers. Any insurance or self-insurance maintained by the Shasta Union High School District, its elected or appointed officials, employees, agents and volunteers shall be excess and shall not contribute with it.

3. Applicant hereby certifies that he/she has received and read the rules, regulations, conditions, terms and that he/she and the applicant which he/she represents, will abide by them and will conform to all applicable provisions of the Constitution and laws of California and to all other rules and regulations of the California Department of Education and its authorized agents which may be communicated to the applicant and to the best of my knowledge the school property for use of which this application is hereby made will not be used for the commission of any crime or any act which is prohibited by law.

4. The undersigned states that, to the best of their knowledge, the school property for use of which application is hereby made will not be used for the commission of any act intended to further any program or movement the purpose of which is to accomplish the overthrow of the Government of the United States by force, violence or other unlawful means.

That EHS Sports Boosters, the organization on whose behalf they are making application for use of school property, does not, to the best of their knowledge, advocate the overthrow of the Government of the United States or of the State of California by force, violence, or other unlawful means, and that, to the best of their knowledge, it is not a Communist action organization or Communist front organization required by law to be registered with the Attorney General of the United States. This statement is made under the penalties of perjury and per Education Code Section 38135.

Michelle Tagerstrand 11-25-25

Authorized Applicant Signature

Date

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 Michelle Tijerstrum Date 11-25-25  
Applicant Address 3411 Churn Creek, Redding, CA 96002 Telephone (530) 510-3222  
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: \$ \_\_\_\_\_

Shasta Union High School District  
Facilities Use Charges

13, 2026	Personnel Hours		Personnel Fees (hourly)			Hours of Use	Facility Charges					
	Normal	Overtime	Normal*	Overtime	Total		Hourly	Daily	Facility Total	Total all Chgs		
<b>Large Gymnasium</b>												
School Use/NFP		*	\$ 35.00				\$ 17.00	\$136.00				
For-Profit		\$ 25.00	\$ 35.00				\$ 25.00	\$200.00				
<b>Small Gymnasium</b>												
School Use/NFP		*	\$ 35.00				\$ 12.00	\$ 96.00				
For-Profit		\$ 25.00	\$ 35.00				\$ 17.00	\$136.00				
<b>All Weather Fields/All Weather Track</b>												
School Use/NFP		*	\$ 35.00				\$ 17.00	\$136.00				
For-Profit		\$ 25.00	\$ 35.00				\$ 25.00	\$200.00				
<b>Baseball/Softball/Soccer Fields</b>												
School Use/NFP		*	\$ 35.00				\$ 12.00	\$ 96.00				
For-Profit		\$ 25.00	\$ 35.00				\$ 17.00	\$136.00				
<b>Classroom/Activity Room</b>												
School Use/NFP		*	\$ 35.00				\$ 12.00	\$ 96.00				
For-Profit		\$ 25.00	\$ 35.00				\$ 17.00	\$136.00				
<b>Small Theatre</b>												
School Use/NFP		*	\$ 35.00				\$ 12.00	\$ 96.00				
For-Profit		\$ 25.00	\$ 35.00				\$ 17.00	\$136.00				
<b>Swimming Pool – Non Heated</b>												
School Use/NFP		*	\$ 35.00				\$ 17.00	\$136.00				
For-Profit		\$ 25.00	\$ 35.00				\$ 25.00	\$200.00				
<b>Wrestling Room</b>												
School Use/NFP		*	\$ 35.00				\$ 12.00	\$ 96.00				
For-Profit		\$ 25.00	\$ 35.00				\$ 17.00	\$136.00				
<b>Tennis Courts</b>												
School Use/NFP		*	\$ 35.00				\$ 12.00	\$ 96.00				
For-Profit		\$ 25.00	\$ 35.00				\$ 17.00	\$136.00				
<b>Cafeteria</b>												
School Use/NFP		*	\$ 35.00				\$ 12.00	\$ 96.00				
For-Profit		\$ 25.00	\$ 35.00				\$ 17.00	\$136.00				
<b>Kitchen</b>												
School Use/NFP		*	\$ 35.00				\$ 12.00	\$ 96.00				
For-Profit		\$ 25.00	\$ 35.00				\$ 17.00	\$136.00				
<b>Total Personnel Fees &amp; Facility Charge</b>									\$			
<b>Miscellaneous Charges</b>												
Units	Charge	Total				Units	Charge	Total				
Prep Base/Softball	\$100.00		Lights (hourly) Football Stadium				\$100.00					
PA System	\$50.00		Bases (if not returned)				\$125.00					
Score Board	\$50.00		Swim Lanes				\$100.00					
Prep Soccer (turf)	\$155.00		Prep Tennis				\$35.00					
Lights (hrly) Base/Softball	\$50.00											
<b>Total Miscellaneous Charges</b>									\$			
<b>Total for Event</b>												

Revised Aug 2014/Approved Sept 2014

Total Miscellaneous Charges \$

Total for Event

**Definitions**

Normal = normal operating hours, in which security, custodial or maintenance personnel are normally available.

Overtime = hours in which security, custodial and maintenance personnel are not normally available.

Fees may be charged based on facility usage.

Personnel Hours: School Year Custodial: Mon-Fri 6:00am to 11:00pm Field Tech: Tues-Sat 7:00am to 3:30pm

Hours may change during holidays and summer or upon needs of the District. Check with site administrator to determine hours.

\*There may be charges depending on needs of users at the discretion of the Superintendent or designee. \*The Superintendent or Designee will make final determination for all charges

## **USE OF FACILITIES FOR OTHER THAN SCHOOL DISTRICT ACTIVITIES**

### **Guidelines and Restriction for Users**

1. Authorization for use is limited to those who have completed the District Use Request Form and have received approval from the site administrator.
2. All users must provide supervision by a responsible adult who shall enforce these regulations and restrictions. The supervising adult must be in attendance at all times.
3. Smoking in school buildings and on school grounds is prohibited.
4. 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.
5. The consumption or possession of alcohol beverages on District property is prohibited.
6. Use is authorized for the area(s) specified in the application.
7. District equipment shall not be used unless specifically authorized.
8. The user shall reimburse the District for the cost to repair or replace all District property that is damaged as a result of the meeting or activity.
9. The user shall return the facility to its original arrangement and condition before leaving the premises.
10. Reimbursement to the District for labor costs shall be equal to the hourly rate or step of the appropriate salary range classification. Overtime rates will be charged if applicable.
11. Pool users must provide lifeguards who possess current American Red Cross Lifeguard Certificates. The number of lifeguards required depends upon the number of people using the pool. There shall be 1 lifeguard for every 10 pool users.

12. Individuals or organizations who have misused school property and/or equipment, or have failed to follow these regulations and restrictions, may be denied future use of the facilities.
13. Each site may develop local use regulations and restrictions.
14. Administrators may revoke a previously approved use permit if it is later determined that the use will interfere with activities sponsored by the School District. Normally, at least 24 hours advance notice should be provided.
15. Use facilities charges shall be paid in advance by all groups.
16. Some facilities such as computer labs, weight rooms and home economics rooms may not be used at the discretion of the Superintendent or designee.
17. The District reserves the right to provide security services for those occasions that crowd control is advisable. The user shall pay the costs of the security forces.
18. The School District property may not be used for any activity which furthers any program or movement which has as its purpose the overthrow of the Government of the United States or the State of California by force, violence, or other unlawful mean.
19. The District, its officers, agents and employees, shall be free from all liability and claims for damages by reason of any injury to person or persons from any cause whatsoever in any way connected with the use of the District facilities. The user shall indemnify and save the District harmless from any and all liability, loss, cost or obligation on account of or arising out of any such injury or loss, however occurring. Appropriate proof of insurance may be required.
20. The Shasta Union High School District subscribes to the Pursuing Victory with Honor Sports Summit Accord adopted by CIF. It states: "We believe that interscholastic athletic completion should be fun but that it should also be a significant part of a sound educational program. We believe that those who coach student-athletes are, first and foremost, teachers who have a duty to ensure that their sports programs impart important life skills and promote development of good character." We also believe that the highest potential of sports is achieved when participants are committed to pursuing victory with honor according to the six core principles: trustworthiness, respect, responsibility, fairness, caring and good citizenship (The Six Pillars of Character). Users of the District facilities agree to adhere to these principles while using District facilities.



# SHASTA UNION HIGH SCHOOL DISTRICT

**SUBJECT:** Recognizing the name change of the Architectural Firm known as Stacked to their new name, Modus

**PREPARER:** David Flores  
Associate Superintendent of Business Services

**RECOMMENDATION:**  Action  
 Discussion  
 Information

**BACKGROUND:**

The architectural firm formerly known as Stacked changed its name to Modus in December. The firm was previously approved by the District under the name Stacked. This item is presented to formally notify the Board of the firm's name change to Modus.

# SHASTA UNION HIGH SCHOOL DISTRICT

**SUBJECT:** School Accountability Report Cards (SARCs)

**PREPARER:** Leo Perez  
Associate Superintendent of Instructional Services

**RECOMMENDATION:**

Action  
 Discussion  
 Information

## **BACKGROUND:**

The CDE has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card. The purpose of the SARC is to provide parents and the community with important information about each public school. A SARC reports on each school's progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

State law requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

## **REFERENCES:**

The SARC reports were provided to the Board under separate cover. Copies may be obtained by contacting the District Office at (530) 241-3261.

*Education Code Sections 35256 and 33126*