

# SHASTA UNION HIGH SCHOOL DISTRICT

## STATE OF THE DISTRICT

**2024-2025  
Annual Report**



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**SHASTA UNION HIGH SCHOOL DISTRICT  
STATE OF THE DISTRICT  
2024-2025 ANNUL REPORT**

# BOARD OF TRUSTEES



**JOE AYER**  
Board President  
Trustee Area 4  
Term Expires 2028



**ANDREA HOHEISEL**  
President-Elect  
At Large  
Term Expires 2026



**LUKE WILSON**  
Clerk  
At Large  
Term Expires 2026



**MIKE BRIDGES**  
Board Member  
At Large  
Term Expires 2026



**RON ZUFALL**  
Board Member  
Trustee Area 1  
Term Expires 2028

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

Trustee Areas 2, 3 and 5 will remain at-large until the conclusion of their current terms. Once those terms end, all future board elections will be held by-trustee area.

This change is intended to ensure fair representation for all areas of the District. [Trustee Area Map](#)

# GUIDING PRINCIPLES

## VALUES

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

## MISSION

Educating Every Student for Success

## VISION

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





# MESSAGE FROM SUPERINTENDENT OWEN CROSBY

The 2024-25 school year proved to be another period of significant success for the Shasta Union High School District (SUHSD). All programs operated at full capacity, and student participation in activities and events reached an all-time high. Students enthusiastically engaged in dances, rallies, and games, while our entire staff continued their dedication to making our schools exceptional learning environments.

The District also advanced several bond projects throughout the 2024-25 school year. Having fully utilized Measure I funds, the District most recently secured approval for Measure M. This document provides further details on the numerous facility upgrades underway throughout the District.

We successfully implemented our Local Control and Accountability Plan (LCAP) for the 2024-25 school year. Since its adoption, the LCAP has served as the replacement for the District's Strategic Plan, specifically emphasizing programs designed to meet the needs of English language learners, foster youth, and students from lower socioeconomic backgrounds. College and career readiness remains the cornerstone of the LCAP, and our staff is dedicated to the vision set forth by the Reach Higher Shasta collaboration, whose motto is, "Every Student, Every Option."

The four goals in our LCAP are:

1. All graduates will successfully complete the required courses to ensure access to all postsecondary options (college and career).
2. Implement various measures to mitigate learning loss, maximize credit recovery options, and ensure all graduates are competent in reading and math.
3. Improve student engagement, support, school climate, safety, and environment.
4. Pioneer High School's Equity Multiplier goal aims to improve outcomes for English Learners, disadvantaged students, and students with disabilities by enhancing proficiency in math and English, improving graduation rates, and providing educator support using evidence-based strategies.

By achieving these goals, the District will ensure its graduates have a wide variety of postsecondary opportunities available to them.



The Shasta Union High School District has much to be proud of, starting with a supportive and visionary Board of Trustees. The Board continually works to ensure quality programs remain available to our students. As has been our long-standing practice, the Shasta Union High School District continues to serve students through the "four A's": Academics, Activities, Athletics, and the Arts.

# SUPERINTENDENT'S MESSAGE

## ACADEMICS

SUHSD schools consistently score above California state averages and outperform other local high schools on all academic measures. Student achievement saw notable increases: 14.3 points in English-Language Arts, 23.3 points in Mathematics, and a 3.4% rise in College and Career readiness. California's statewide testing program, the California Assessment of Student Performance and Progress (CAASPP), involves the majority of 11th-grade students completing the Smarter Balanced Assessment Consortium (SBAC) testing in the spring. Our students also register for Advanced Placement (AP) courses and exams at a high rate. Our math program has successfully transitioned from the traditional model to a fully integrated approach. Literacy continues to be emphasized across the curriculum, resulting in new lessons designed to enhance students' critical thinking and problem-solving skills. Our instructional coaches are collaborating with all teaching staff to improve their techniques and implement the principles emphasized in the "science of reading."



The District also offers a robust Career Technical Education (CTE) program that equips students with the academic and technical skills, knowledge, and training necessary for future careers. Most CTE classes are articulated or dual-enrolled with Shasta College and satisfy A-G requirements. Students also have the opportunity to receive professional certifications through CTE. These programs specialize in skilled trades, applied sciences, modern technologies, and career preparation.

## ACTIVITIES

Our schools offer a wide variety of activities designed to match diverse student interests and keep students actively engaged. Research on student success clearly shows a positive correlation between student achievement and involvement—students engaged in school activities are simply more successful. Understanding this principle is the basis for building our outstanding clubs, student government programs, and service groups. From the Associated Student Body (ASB) to the Science Teams, the Future Farmers of America (FFA), and the Key Clubs, our students are involved in numerous opportunities that provide learning beyond the traditional classroom setting, helping them develop into productive citizens.

In addition to clubs, all our schools have implemented the Link Crew program to help ease the transition of incoming ninth-grade students to the high school environment. Link Crew pairs new students with upperclass mentors to provide them with the best opportunity for success. Furthermore, each school has implemented an intramural program to better engage the student population during lunch. The attendance office staff at each school has also developed an attendance incentive program; because consistent attendance is vital for learning, we are committed to increasing it at all times.





# SUPERINTENDENT'S MESSAGE



## ATHLETICS

We are proud to continue offering a full complement of boys' and girls' sports across the fall, winter, and spring seasons. SUHSD teams compete in the Eastern Athletic League of the Northern Section of the California Interscholastic Federation (NSCIF). The competition level is consistently high, as is the support for each school from students, staff, parents, and the community. The vast majority of our coaches are also teachers or staff members, ensuring they understand the importance of balancing athletics with education every day. Nearly 50% of the student body at each school is involved in an athletic team. Each school also benefits from active Athletic Boosters, organized by dedicated parents who raise funds and provide support with their time, resources, and energy. SUHSD coaches and administrators uphold the tenets set forth by the NSCIF, having been long-standing

## ARTS

The arts are flourishing in the Shasta Union High School District. All our schools feature band, choir, and drama programs. As with activities and athletics, research supports our conviction that the arts are a critical component of a quality school system. We reinforce this belief by requiring all students to complete at least one fine arts course for graduation. Our students perform and compete at all levels: locally, regionally, and, in some cases, nationally. The dedication of parents to these programs at all our schools is outstanding. Whether organizing a fundraiser, volunteering to help with a performance, or chaperoning a trip, parents help us elevate these programs in a way few schools in our area can. With hundreds of students involved, we continue to produce well-rounded graduates.





## THE FUTURE

Given all the positive developments during the 2024-25 school year, the outlook for 2025-26 is very promising. Our administrative teams and all staff will continue to challenge our students to reach new academic heights. Education funding in California has been bolstered by both one-time funds—designed to address the disruption caused by the pandemic—and increases in the base funding amount for student education, resulting in a slight increase in enrollment for the 2025-26 school year.

The LCAP mandates clear objectives, strategies, and measures to gauge the District's success. Student achievement, particularly in college and career readiness, remains the highest priority. 2025-26 will be another exciting year, and we are committed to offering a wide variety of programs to ensure our students have a wonderful high school experience. I have no doubt that the outstanding staff in the SUHSD will continue the tradition of quality education that has been our standard since 1899.



## SUPERINTENDENT'S MESSAGE



# SCHOOLS AND FACILITIES

## DISTRICT OFFICE

2200 Eureka Way, Suite B • Redding, CA 96001

(530) 241-3261 □ [www.suhsd.net](http://www.suhsd.net)

Dr. Owen Crosby, Superintendent

Jason Rubin, Associate Supt/Human Resources

Leo Perez, Associate Supt/Instructional Services

David Flores, Associate Supt/Business Services

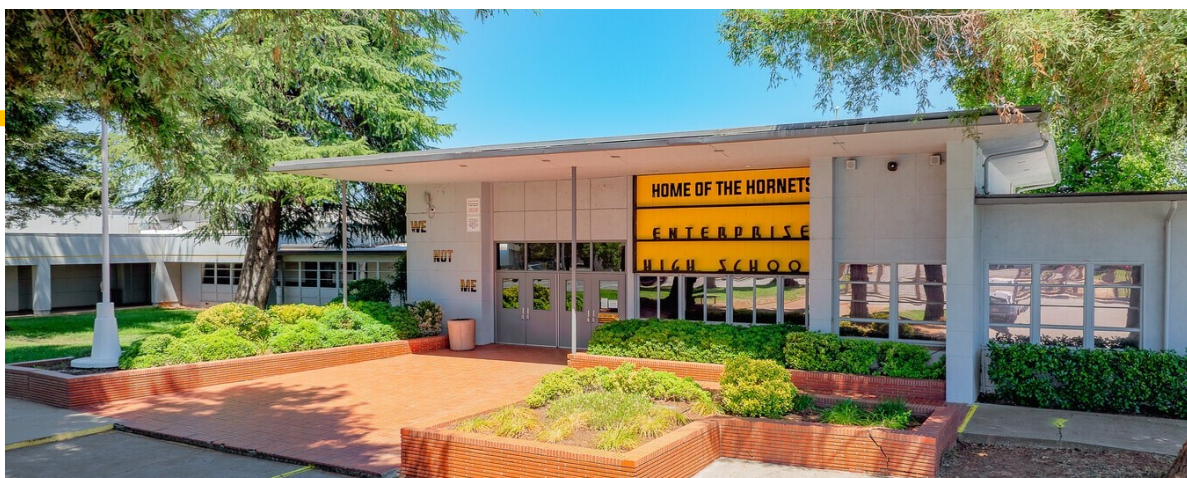
Mike Vincelli, Director of Technology

Trystan Thomas, Director of Transportation

Tawny Cowell, Director of Food Services

Steve Denney, Director of Maintenance & Facilities

Cecil LaMar, Director of Special Education



## ENTERPRISE HIGH SCHOOL

Ryan Johnson, Principal

3411 Churn Creek Road • Redding, CA 96002 (530) 222-6601

Enterprise High School believes in challenging our students through a rigorous program focusing on essential skills for the 21st Century. Our mission is to provide students with the necessary preparation to be agile and adaptable lifelong learners who have all options open to them after high school in order to pursue their professional aims. We want our students to have a school experience highlighted by our core philosophical belief that our entire school; students, staff, parents, and community work together to address and impact our students with our fundamental characteristics of Excellence, Honor and Service. It is here where we employ the foundational belief of "We Not Me". We believe that the idea of 'we' is the most important aspect to any group endeavor. To produce quality students to impact our community and world, we must do it together.





## SHASTA HIGH SCHOOL

Heath Bunton, Principal

2500 Eureka Way • Redding, CA

96001 (530) 241-4161

Shasta High School, the Leader of the

North, has a rich tradition of educational excellence dating back to 1899. We have been recognized three times as a California Distinguished School and our Advanced Placement students post the highest overall scores in the North State. We have outstanding music and athletic programs coupled with a full array of student clubs. Also notable is our Robotics/ Manufacturing, Medical Careers, and Culinary Arts courses which fulfill the requirements of the CTE Pathway Completions. Furthermore, we offer RSP, SDC, and SDCI programs for students who require extra support. Our goal is for all of our students to be positive communicators, academically excellent, and world citizens when they graduate from Shasta High School.



## FOOTHILL HIGH SCHOOL

Kevin Greene, Principal

9733 Deschutes Road • Palo Cedro, CA 96073 (530) 547-

1700



At Foothill High School, we are dedicated to fostering a supportive and inclusive learning environment that empowers our 1,600+ students to reach their fullest potential. Our commitment to academic excellence, personal growth, and community engagement prepares students to become responsible, innovative leaders of tomorrow. Over the years, Foothill has grown and evolved, continually adapting to meet the needs of our students and the demands of an ever-changing society. We offer a diverse range of academic programs—spanning Advanced Placement courses to Career Technical Education (CTE)—designed to challenge, inspire, and support all learners. Beyond the classroom, Foothill High School takes pride in a vibrant array of extracurricular opportunities. From athletics, clubs, drama, and music to FFA and the arts, our programs stand unmatched in the North State, providing students with well-rounded experiences that enrich their education and personal development.





# SCHOOLS AND FACILITIES



## PIONEER CONTINUATION HIGH SCHOOL

2650 Eighth Street/590 Mary Street • Redding, CA 96001 • (530) 243-1880

Tim Calkins, Principal

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

## SHASTA COLLEGIATE ACADEMY

2200 Eureka Way • Redding, CA 96001 • (530) 245-2760

Tim Calkins, Principal



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

## SHASTA ADULT SCHOOL

590 Mary Street • Redding, CA 96001 • (530) 245-2626

Leo Perez, Associate Superintendent/Instructional Services

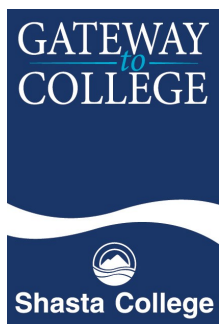


At Shasta Adult School students gain the advantage of experiencing a personalized learning environment that caters to their independent nature. We are an adult school that offers individualized instruction to students at all levels of academic achievement from basic competency to high school equivalent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

## GATEWAY TO COLLEGE

11555 Old Oregon Trail • Redding, CA 96003 • (530) 242-7586

Leo Perez, Associate Superintendent/Instructional Services



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

## SUHSD FARM

4651 Eastside Road • Redding, CA 96001 • (530) 246-7030 • Tim Arnett, Coordinator

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



## SUHSD TRANSPORTATION

2675 Eighth Street • Redding, CA 96001 • (530) 241-0416 • Trystan Thomas, Director



# CHARTER SCHOOLS



## UNIVERSITY PREPARATORY SCHOOL

2200 Eureka Way, Redding, CA 96001 • (530) 245-2790

Monica Cabral, Superintendent/Principal

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



**UNIVERSITY  
PREPARATORY SCHOOL**

PURSuing EXCELLENCE  
TOGETHER

## SHASTA CHARTER ACADEMY

307 Park Marina Circle, Redding, CA 96001

(530) 245-2600

Ben Claassen, Director

Shasta Charter Academy, grades 9-12, honors and serves the family's choice to personalize learning according to their children's strengths. Students achieve their goals using a multitude of learning methods, including community resources, utilizing a learning method called Personalized Learning. Parents support their students' learning, as they remain the essential force in affecting values, attitudes, and beliefs. Teachers are facilitators of discovery, designing personalized curriculum, assessing, and mentoring students and their parents using home-based classes, community-centered education, online learning, on-campus classes, and community college classes. As Shasta Charter Academy enters its 27th year of serving families, we are thrilled to continue to be a strong school, providing a great educational option for families of the north state.



# BOND PROGRAMS

## MEASURE I

Measure I is a \$56.9 million general obligation (G.O.) bond program that was passed during the November 8, 2016 election. Measure I funds are being used to upgrade, modernize, and renovate high schools throughout the District to improve the education of local students. For more information, visit the [Measure I Website](#).

### **MAJOR PROJECTS** **NEW CLASSROOMS AT ENTERPRISE HIGH SCHOOL AND SHASTA HIGH SCHOOL**

The Enterprise High School and Shasta High School campuses received new classrooms in the spring of 2020. The American Modular Systems Gen7 classrooms have flexible floor plans and customizable façades to fit a diversity of needs and architectural schemes, balancing design aesthetics, social responsibility and sustainable technology to provide an optimal environment for our students and teachers. The buildings contain science labs and general classrooms.



### **FOOTHILL HIGH SCHOOL AQUATIC COMPLEX**

Foothill High School received a new aquatic complex between the Large and Small Gymnasiums. The complex features a bathhouse and a Myrtha design pool. Myrtha is a pre-engineered modular pool system, featuring laminated stainless steel panels and a buttress system, enabling the structure to attain perfect waterproofing, as well as strength and sturdiness. Myrtha technology provides the ideal solution to the many limitations of traditional reinforced concrete structures and ordinary prefabricated swimming pools. Myrtha also provides a modern swimming pool design and fast construction.



# BOND PROGRAMS

## OTHER PROJECTS

### ***Foothill High School***

Solar Covered Parking, New Ag Barn, Paving, Shade Structure, Track & Field Upgrades

### ***Enterprise High School***

Pool Bathroom Remodel, Softball Dugout Upgrades, Culinary Classroom Remodel, Paving, Track and Field Upgrades, Remodel Classrooms, Portable Removal, Painting Campus Exterior, Shade Structure

### ***Shasta High School***

400 Building Remodel to a Wood/Metal Shop, New Storage Building, Culinary Classroom Remodel, Paving, Track & Field Upgrades, Gym Floor Upgrade, Remodel Classrooms, Portable Removal, Tennis Court Upgrades, Painting Campus Exterior, Shade Structure

### ***Pioneer Continuation High School***

Paving, Shade Structure

### ***University Preparatory High School***

Girl's Locker Room Remodel, Track & Field Upgrades

## **MEASURE M**

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

The District is conducting a Facility Needs Assessment which will help prioritize projects to ensure the best use of tax payer dollars. Specific types of projects identified include:

- 1) Repairing or replacing leaky roofs;
- 2) Modernizing, expanding, and constructing career technical education buildings to better prepare students for jobs after high school;
- 3) Repairing deteriorating plumbing, sewer, and drainage systems;
- 4) Making safety and security improvements; and.
- 5) Upgrading inadequate electrical systems





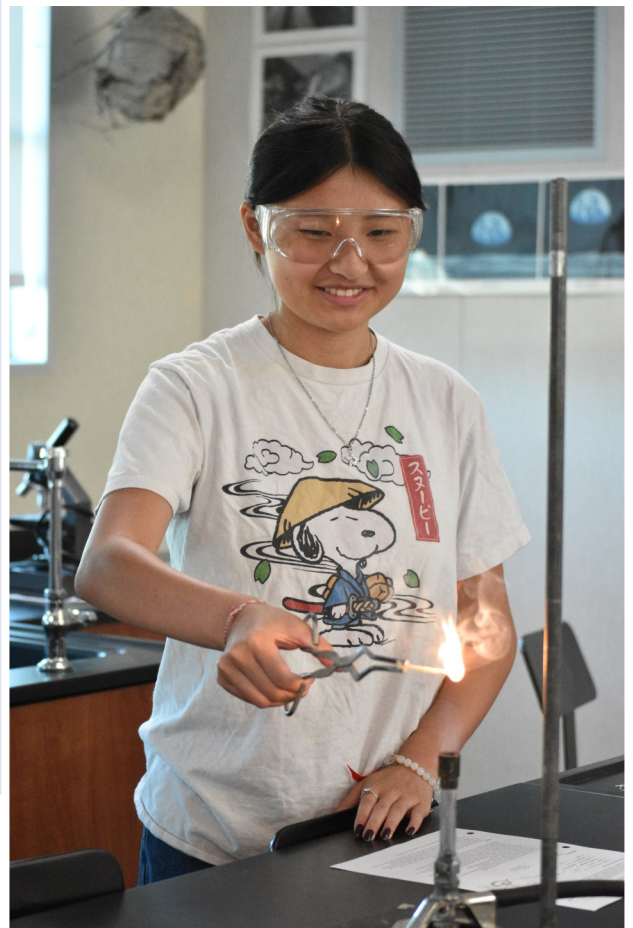
# LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP)

## DISTRICT LCAP GOALS

1. All graduates will successfully complete the required courses to allow access to all postsecondary options (college and career).
2. Implement various measures to mitigate learning loss, maximize credit recovery options, and ensure all graduates are competent in reading and math.
3. Improve student engagement, support, school climate, safety and environment.
4. Pioneer High School's Equity Multiplier goal aims to improve outcomes for English Learners, disadvantaged students, and students with disabilities by enhancing proficiency in math and English, improving graduation rates, and providing educator support using evidence-based strategies.

The [LCAP](#) is a critical part of the Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans. The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals.

The LCAP must focus on eight areas identified as state priorities (these eight areas are illustrated in the diagram). The plans will also demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes. In addition to these eight areas, a district may also identify and incorporate in its plan goals related to its own local priorities. The District has developed an [LCAP Infographic](#) to provide community partners and the public with a clear, summarized overview of key information and data from the LCAP.



# STUDENT SUCCESS THE FOCUS OF A VALUED EDUCATION

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

## ASSESSMENTS & ACCOUNTABILITY

ACT

Advanced Placement (AP) Enrollment

Advanced Placement Tests

Attendance/Discipline Rates & Analysis

California Assessment of Student Performance and Progress (CAASPP)

California School Dashboard

College Attendance Rates

College Entrance Exams: Math and Science

Dropout Rates

Percentage of Parents involved in Parent Groups

Percentage of Students in:

Career & Technical Education Programs

Clubs & Community Service

Music and Drama

Sports

Percentage of Students moving out of the "At Risk of Not Graduation" Profile

PSAT/NMSQT SAT

Semester Grade Analysis of the Student Body

SUHSD Semester Finals

University of California A-G Requirements

## GRADUATION REQUIREMENTS

### Course Requirements

|                                |         |                    |
|--------------------------------|---------|--------------------|
| English:                       | 4 Years | 40 credits         |
| Mathematics:                   | 3 Years | 30 credits*        |
| Science:                       | 3 Years | 30 credits         |
| Social Science:                | 4 Years | 40 credits         |
| Physical Education:            | 2 Years | 20 credits         |
| Practical/Vocational Arts:     | 1 Year  | 10 credits         |
| Visual/Performing Arts:        | 1 Year  | 10 credits         |
| <u>Electives:</u>              |         | <u>50 credits</u>  |
| <b>TOTAL CREDITS REQUIRED:</b> |         | <b>230 credits</b> |

### *Performance Requirements*

Health: Satisfied by completing 9th Grade Social Science

\*Students who have not passed Math 3 or Financial Literacy, must take a fourth year of mathematics.

Students who achieve "Standard Met" or "Standard Exceeded" on the California Assessment for Student Performance and Progress (CAASPP) are not required to take a fourth year of mathematics.



# ADVANCED PLACEMENT (AP) TESTING

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

The Shasta Union High School District offers a variety of Advanced Placement courses and our students have a higher passing rate on the exams than the national average. We have many students graduate from our schools with college or university credit in several courses. The District also provides pre-advanced placement courses for freshmen and sophomores.

| Exam                                  | Enterprise<br># Passed of # Tested = |    |            |        | Foothill<br># Passed of # Tested = |    |            |        | Shasta<br># Passed of # Tested = |    |            |        | District<br># Passed of # Tested = |    |             |        |
|---------------------------------------|--------------------------------------|----|------------|--------|------------------------------------|----|------------|--------|----------------------------------|----|------------|--------|------------------------------------|----|-------------|--------|
| 2-D art                               | 1                                    | of | 1          | = 100% | 0                                  | of | 0          | = 0%   | 2                                | of | 2          | = 100% | 3                                  | of | 3           | = 100% |
| Biology                               | 8                                    | of | 13         | = 62%  | 26                                 | of | 30         | = 87%  | 13                               | of | 15         | = 87%  | 47                                 | of | 58          | = 81%  |
| Calculus AB                           | 9                                    | of | 11         | = 82%  | 13                                 | of | 13         | = 100% | 15                               | of | 19         | = 79%  | 37                                 | of | 43          | = 86%  |
| Comp Sci Principles                   | 2                                    | of | 4          | = 50%  | 0                                  | of | 0          | = 0%   | 0                                | of | 0          | = 0%   | 2                                  | of | 4           | = 50%  |
| Calculus AB Subs                      | 1                                    | of | 1          | = 100% | 2                                  | of | 2          | = 100% | 0                                | of | 0          | = 0%   | 3                                  | of | 3           | = 100% |
| Calculus BC                           | 1                                    | of | 1          | = 100% | 2                                  | of | 2          | = 100% | 0                                | of | 0          | = 0%   | 3                                  | of | 3           | = 100% |
| Chemistry                             | 0                                    | of | 0          | = 0%   | 3                                  | of | 3          | = 100% | 0                                | of | 0          | = 0%   | 3                                  | of | 3           | = 100% |
| Computer Science A                    | 1                                    | of | 1          | = 100% | 2                                  | of | 2          | = 0%   | 0                                | of | 0          | = 0%   | 3                                  | of | 3           | = 100% |
| Drawing                               | 3                                    | of | 4          | = 75%  | 0                                  | of | 0          | = 0%   | 2                                | of | 2          | = 100% | 5                                  | of | 6           | = 83%  |
| English Language and Composition      | 30                                   | of | 50         | = 60%  | 43                                 | of | 55         | = 78%  | 37                               | of | 41         | = 90%  | 110                                | of | 146         | = 75%  |
| English Literature and Composition    | 13                                   | of | 19         | = 68%  | 9                                  | of | 13         | = 69%  | 18                               | of | 21         | = 86%  | 40                                 | of | 53          | = 75%  |
| Environmental Science                 | 0                                    | of | 0          | = 0%   | 0                                  | of | 0          | = 0%   | 23                               | of | 25         | = 92%  | 23                                 | of | 25          | = 92%  |
| European History                      | 19                                   | of | 37         | = 51%  | 18                                 | of | 28         | = 64%  | 32                               | of | 46         | = 70%  | 69                                 | of | 111         | = 62%  |
| Human Geography                       | 23                                   | of | 33         | = 70%  | 40                                 | of | 85         | = 47%  | 43                               | of | 56         | = 77%  | 106                                | of | 174         | = 61%  |
| Macroeconomics                        | 0                                    | of | 0          | = 0%   | 0                                  | of | 0          | = 0%   | 28                               | of | 39         | = 72%  | 28                                 | of | 39          | = 72%  |
| Microeconomics                        | 9                                    | of | 15         | = 60%  | 18                                 | of | 29         | = 62%  | 0                                | of | 0          | = 0%   | 27                                 | of | 44          | = 61%  |
| Physics 1                             | 6                                    | of | 9          | = 0%   | 27                                 | of | 38         | = 71%  | 3                                | of | 3          | = 100% | 36                                 | of | 50          | = 72%  |
| Physics 2                             | 0                                    | of | 0          | = 0%   | 1                                  | of | 1          | = 100% | 0                                | of | 0          | = 0%   | 1                                  | of | 1           | = 100% |
| Physics C:EM                          | 0                                    | of | 0          | = 0%   | 1                                  | of | 1          | = 100% | 0                                | of | 0          | = 0%   | 1                                  | of | 1           | = 100% |
| Physics C: Mech                       | 0                                    | of | 0          | = 0%   | 3                                  | of | 3          | = 100% | 0                                | of | 0          | = 0%   | 3                                  | of | 3           | = 100% |
| Pre Calculus                          | 41                                   | of | 44         | = 93%  | 46                                 | of | 47         | = 98%  | 55                               | of | 62         | = 89%  | 142                                | of | 153         | = 93%  |
| Psychology                            | 4                                    | of | 11         | = 36%  | 3                                  | of | 13         | = 23%  | 14                               | of | 15         | = 93%  | 21                                 | of | 39          | = 54%  |
| Spanish Language and Culture          | 7                                    | of | 9          | = 78%  | 8                                  | of | 11         | = 73%  | 11                               | of | 14         | = 79%  | 26                                 | of | 34          | = 76%  |
| Statistics                            | 4                                    | of | 10         | = 40%  | 6                                  | of | 18         | = 33%  | 14                               | of | 19         | = 74%  | 24                                 | of | 47          | = 51%  |
| United States Government and Politics | 14                                   | of | 15         | = 93%  | 26                                 | of | 29         | = 90%  | 34                               | of | 46         | = 74%  | 74                                 | of | 90          | = 82%  |
| United States History                 | 7                                    | of | 12         | = 58%  | 17                                 | of | 21         | = 81%  | 40                               | of | 50         | = 80%  | 64                                 | of | 83          | = 77%  |
| <b>Total</b>                          | <b>203</b>                           | of | <b>300</b> | = 68%  | <b>314</b>                         | of | <b>444</b> | = 71%  | <b>384</b>                       | of | <b>475</b> | = 81%  | <b>901</b>                         | of | <b>1219</b> | = 74%  |



# CAASPP TESTING

On January 1, 2014, the California Assessment of Student Performance and Progress (CAASPP) System was established. The primary purpose of the CAASPP System is to assist teachers, administrators, students, and parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types.

| ENGLISH LANGUAGE ARTS     |          |                |               |                |                  |                          |
|---------------------------|----------|----------------|---------------|----------------|------------------|--------------------------|
|                           | # Tested | Below Standard | Near Standard | Meets Standard | Exceeds Standard | Combined Meet or Exceeds |
| Enterprise High School    | 287      | 25.8%          | 28.6%         | 24%            | 21.6%            | 45.6%                    |
| Foothill High School      | 360      | 10.8%          | 18.9%         | 39.7%          | 30.6%            | 70.3%                    |
| Shasta High School        | 306      | 13.4%          | 20.6%         | 32.7%          | 33.3%            | 66%                      |
| Pioneer High School       | 76       | 71.1%          | 17.1%         | 10.5%          | 1.3%             | 11.8%                    |
| Shasta Collegiate Academy | 36       | 13.9%          | 8.3%          | 41.7%          | 36.1%            | 77.8%                    |
| District Average          | 1065     | 20%            | 21.5%         | 31.5%          | 27%              | 58.5%                    |
| MATH                      |          |                |               |                |                  |                          |
|                           | # Tested | Below Standard | Near Standard | Meets Standard | Exceeds Standard | Combined Meet or Exceeds |
| Enterprise High School    | 288      | 45.1%          | 23.3%         | 18.8%          | 12.8%            | 31.6%                    |
| Foothill High School      | 260      | 25.8%          | 23.6%         | 27.8%          | 22.8%            | 50.6%                    |
| Shasta High School        | 304      | 32.2%          | 17.1%         | 27.3%          | 23.5%            | 50.7%                    |
| Pioneer High School       | 77       | 94.8%          | 3.9%          | 1.3%           | 0%               | 1.3%                     |
| Shasta Collegiate Academy | 36       | 30.6%          | 25%           | 36.1%          | 8.3%             | 44.4%                    |
| District Average          | 1065     | 38%            | 20.3%         | 23.6%          | 18.1%            | 41.7%                    |
| SCIENCE                   |          |                |               |                |                  |                          |
|                           | # Tested | Below Standard | Near Standard | Meets Standard | Exceeds Standard | Combined Meet or Exceeds |
| Enterprise High School    | 288      | 4.9%           | 64.9%         | 22.2%          | 8%               | 30.2%                    |
| Foothill High School      | 367      | 3.5%           | 46%           | 35.7%          | 14.7%            | 50.4%                    |
| Shasta High School        | 303      | 5.3%           | 49.8%         | 36%            | 8.9%             | 44.9%                    |
| Pioneer High School       | 66       | 39.4%          | 59.1%         | 1.5%           | 0%               | 1.5%                     |
| Shasta Collegiate Academy | 36       | 8.3%           | 44.4%         | 38.9%          | 8.3%             | 47.2%                    |
| District Average          | 1060     | 6.8%           | 53%           | 30.1%          | 10.1%            | 40.2%                    |



# MUSIC

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



| Courses Offered          | Enterprise | Shasta | Foothill |
|--------------------------|------------|--------|----------|
| A Capella                | ✓          | ✓      | ✓        |
| Band 1 & 2               | ✓          | ✓      | ✓        |
| Chamber Choir            | ✓          |        |          |
| Choraliers               | ✓          | ✓      |          |
| Guitar 1                 | ✓          | ✓      | ✓        |
| High Voice Ensemble      | ✓          | ✓      |          |
| Jazz Ensemble            | ✓          | ✓      | ✓        |
| Low Voice Ensemble       | ✓          | ✓      |          |
| Madrigal Choir           |            | ✓      |          |
| Orchestra                |            | ✓      | ✓        |
| Percussion Ensemble      | ✓          | ✓      | ✓        |
| Piano                    |            |        | ✓        |
| Pop/Jazz Choir           | ✓          |        |          |
| Performance & Production |            |        | ✓        |





# ARTS AND DRAMA

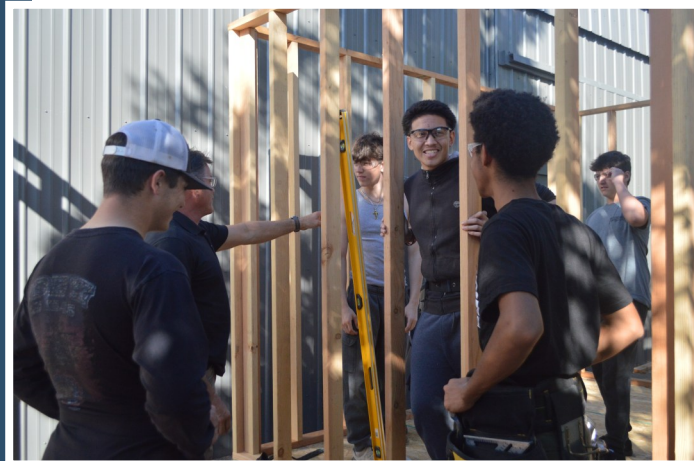
| Courses Offered  | Enterprise | Shasta | Foothill | Shasta Collegiate Academy | Pioneer |
|------------------|------------|--------|----------|---------------------------|---------|
| 3-D Sculpture    |            | ✓      |          |                           |         |
| Art 1            | ✓          | ✓      | ✓        | ✓                         | ✓       |
| Art 2            | ✓          | ✓      | ✓        | ✓                         |         |
| Art 3            | ✓          | ✓      |          |                           |         |
| Art 4            | ✓          | ✓      |          |                           |         |
| AP Studio Art    | ✓          | ✓      | ✓        |                           |         |
| Arts & Culture   |            |        |          | ✓                         |         |
| Ceramics         | ✓          | ✓      | ✓        |                           |         |
| Drama 1, 2, 3, 4 | ✓          | ✓      | ✓        |                           |         |





# CAREER TECHNICAL EDUCATION (CTE)

CTE Pathways provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers. Most CTE classes are currently articulated/ dual enrolled with Shasta College. Many meet A-G requirements and receive professional certifications. The programs specialize in skilled trades, applied sciences, modern technologies, and career preparation.



## **Agriculture & Natural Resources**

Agricultural Physical Science  
CP Integrated Agricultural Biology  
Animal Science  
Plant and Soil Science  
Ag Mechanics 1,2,3 & 4  
Viticulture  
Veterinary Technician  
Floral Design

## **Arts, Media & Entertainment**

Art 1,2,3  
Ceramics 1 & 2  
Band 1&2  
Guitar 1  
Percussion Ensemble  
Lo Voice Ensemble  
Hi Voice Ensemble  
Jazz Ensemble  
Chamber Choir  
Pop Jazz  
A Capella  
Choraliers  
Madrigal  
Drama 1,2,3 & 4

## **Building & Construction Trades**

Construction Principles  
Art/Fine Woodworking  
Construction Technology 1&2

## **Business & Finance**

Computer Literacy  
Introduction to Business





## Education, Child Development & Family Services

Early Childhood Education

## Engineering & Architecture

Exploring Engineering  
Space Science & Engineering  
Drafting 1&2 CAD  
Industry Robotics  
Welding  
Advanced Manufacturing

## Health Science & Medical Technology

Intro to Medical Careers  
Sports Med Athletic Training 1&2  
Psychology  
Dental Careers  
Medical Careers Clinic  
Pharmacy

## Hospitality, Tourism & Recreation

Culinary Arts  
Chef Prep 1&2

## Public Services

Administration of Justice 1 & 2  
Fire Technology 1 & 2  
Emergency Medical Technician

# CTE





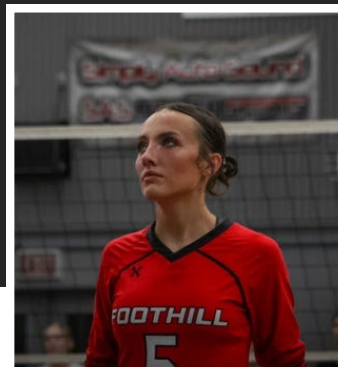
# ATHLETICS

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

The Shasta Union High School District offers a variety of Advanced Placement courses and our students have a higher passing rate on the exams than the national average. We have many students graduate from our schools with college or university credit in several courses. The District also provides pre-advanced placement courses for freshmen and sophomores.

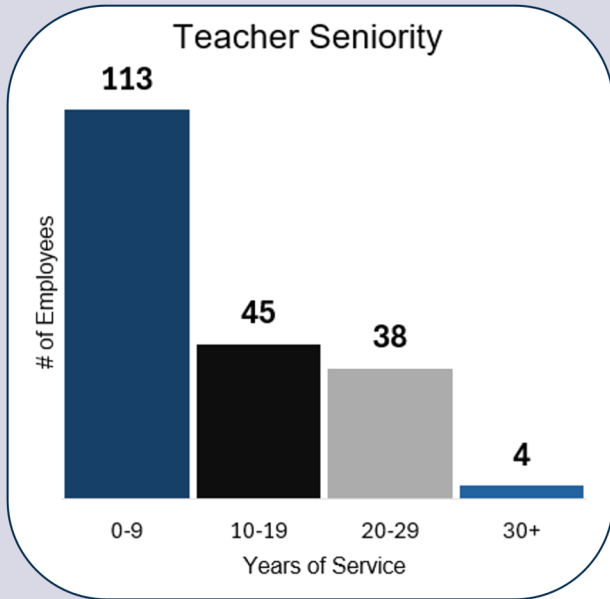


**BASEBALL  
BASKETBALL  
CROSS COUNTRY  
FOOTBALL  
GOLF  
SNOWBOARDING/SKIING  
SOCCER  
SOFTBALL  
STUNT CHEER  
SWIMMING  
TENNIS  
TRACK  
VOLLEYBALL  
WRESTLING**





# HUMAN RESOURCES



## Classified Staff

|                          |            |
|--------------------------|------------|
| Charter Schools          | 16         |
| District Office          | 11         |
| Nutrition Services       | 27         |
| Classroom Instructional  | 73         |
| Maintenance & Operations | 37         |
| Management               | 16         |
| School Clerical          | 48         |
| Information Technology   | 11         |
| Transportation           | 22         |
| <b>Total</b>             | <b>261</b> |



## Certificated Staff

|                        |            |
|------------------------|------------|
| Teachers               | 200        |
| Counselors             | 15         |
| Admin                  | 17         |
| Others                 | 20         |
| Shasta Charter Academy | 17         |
| UPrep                  | 56         |
| <b>Total</b>           | <b>325</b> |



# BUSINESS SERVICES

## THE FACTS

- 79% of the district's budget serves students directly
- 17% brings students and teachers together in a productive environment
- The typical class will cost \$408,480 in 2025-26
- District operating expenses in the 2025-26 budget: \$83,738,299
- Students: 4,200
- Number of classrooms: 205



On average \$408,480 is spent per Classroom and of that amount \$321,302 directly benefits the students.

### Instruction – \$245,509

Includes: Regular & Special Ed Teachers, Aides, Textbooks & Supplies

### Supervision – \$18,852

Includes: Instruction & Curriculum Supervision, Library & Tech, Staff Development Libraries, Technology, School Administration

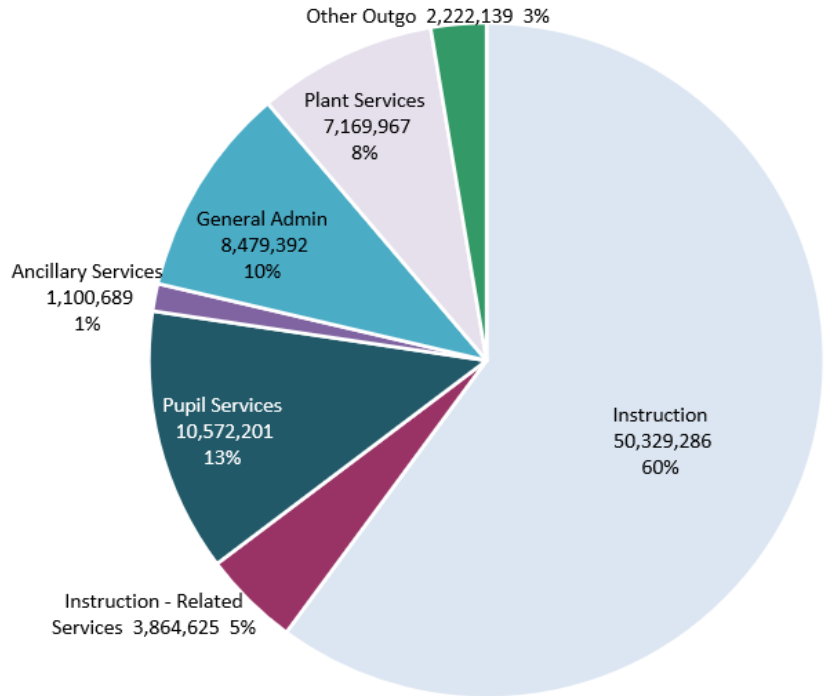
### Pupil Services - \$51,572

Includes: Counselors, Psychologists, Nurses, Speech, Attendance, Testing, Transportation

### Athletics—\$5,369

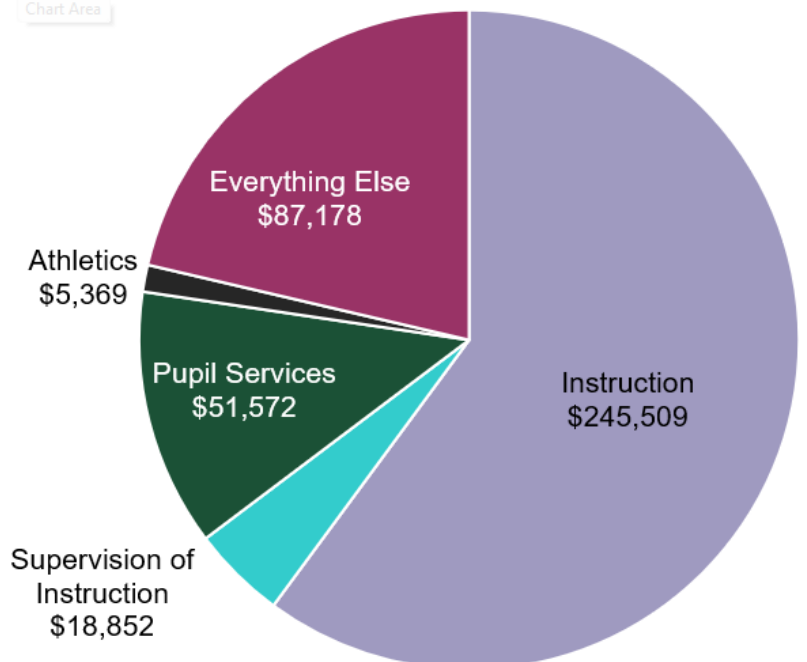
# WHERE THE MONEY GOES

**Total Budget \$83,738,299**



**Directly to Students  
\$321,302**

Chart Area





# BUSINESS SERVICES

## OF THE \$408,480 GOING TO THE AVERAGE CLASSROOM, \$41,363 GOES TO GENERAL ADMINISTRATION

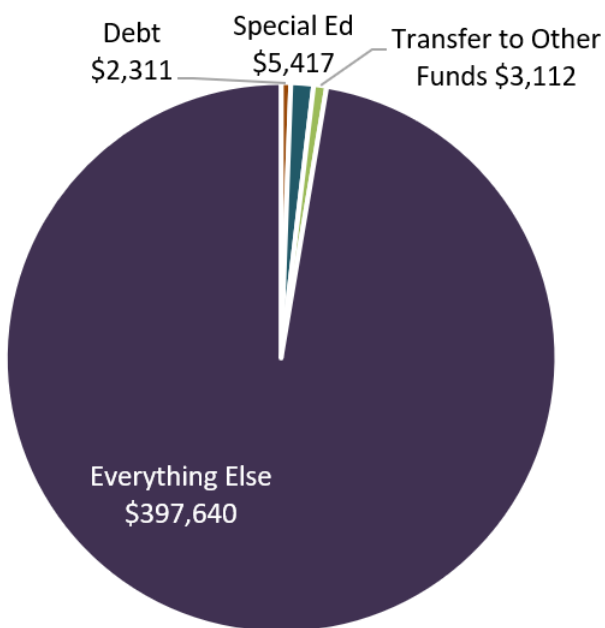
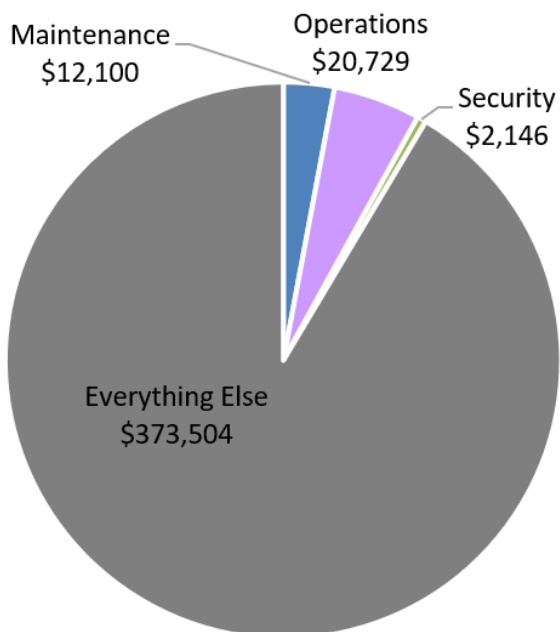
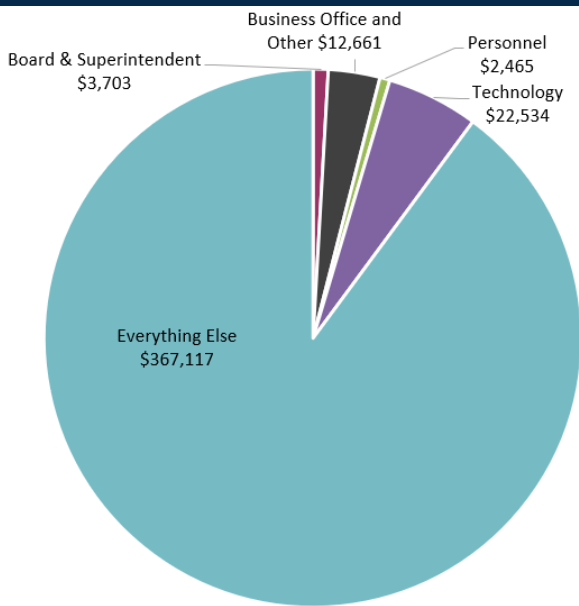
Board & Superintendent Offices  
\$3,703  
Business Office & Other District Level Activities  
\$12,661  
Non-instructional Technology  
\$22,534  
Personnel  
\$2,465

## OF THE \$408,480 GOING TO THE AVERAGE CLASSROOM, \$34,975 GOES TO PLANT SERVICES

Maintenance \$12,100  
Maintenance Workers  
Routine Repairs  
Clerical Support  
Operations \$20,729  
Custodians  
Clerical Support  
Utilities  
Security \$2,146

## OF THE \$408,480 GOING TO THE AVERAGE CLASSROOM, \$10,846 GOES TO OTHER OUTGO

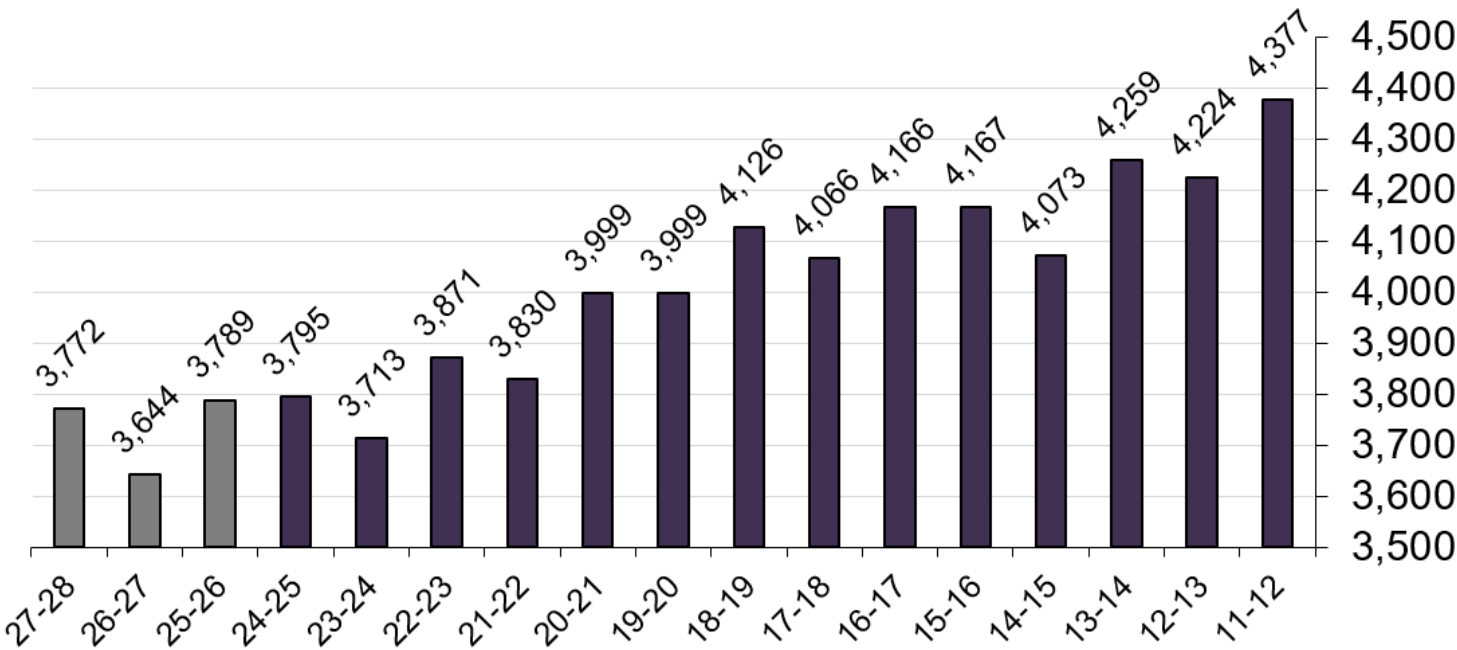
Debt Repayments - \$2,311  
County Special Ed - \$5,417  
Transfers to Other Funds - \$3,112



# BUSINESS SERVICES

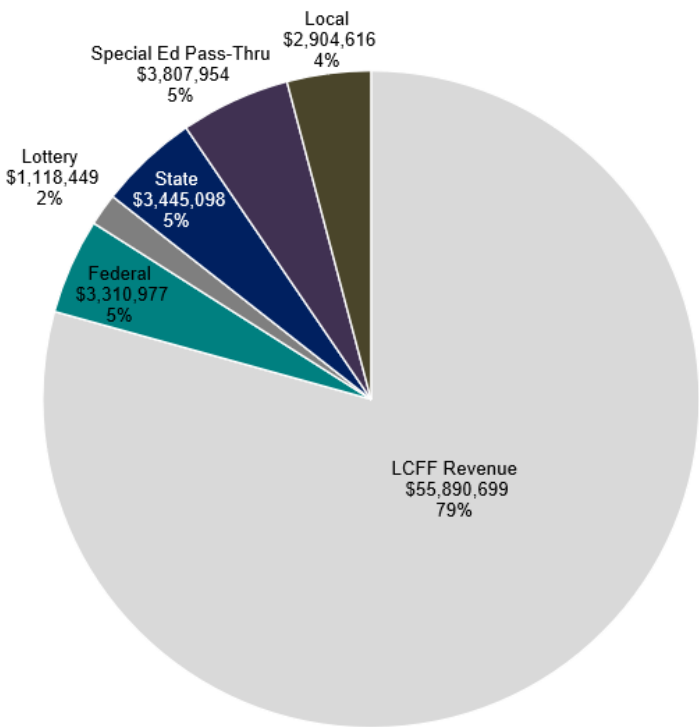
## HISTORICAL P-2 ADA

Average Daily Attendance (ADA) is defined as the total days of student attendance divided by the total days of instruction. School districts receive funding based on ADA. ADA is a key number in a formula that ultimately determines how much money the District will receive from the state.

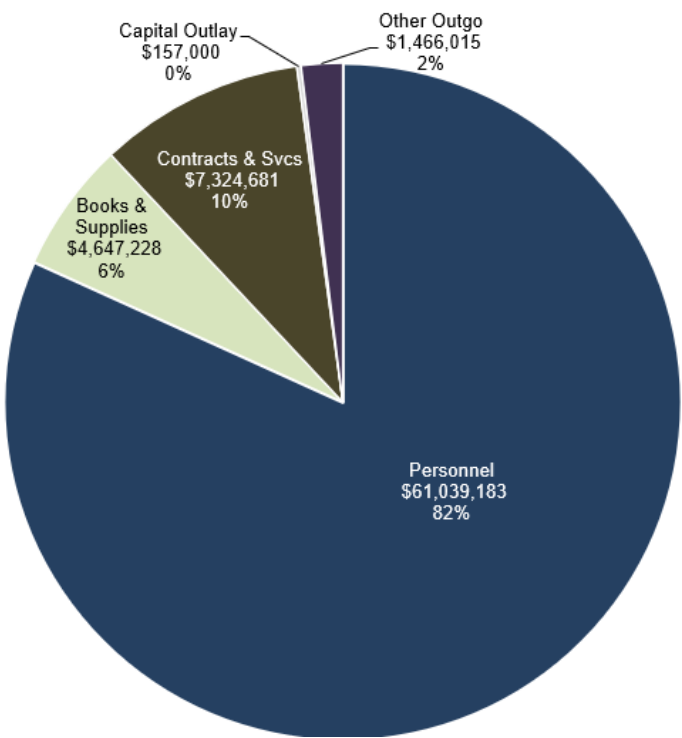


## 2025-2026 COMPARISON

### REVENUES



### EXPENDITURES





# TRANSPORTATION

The Transportation Department is responsible for the safe passage of students to and from Shasta Union High School District's three comprehensive high school sites. Transportation services are also provided for CTE (Career Technical Education), District Agriculture students and Field Trips for athletics and representational activities. We are the largest school district in Shasta County; covering 1,891 of Shasta County's 3,800 square miles.

We house our own repair facility staffed with journeyman mechanics. In addition to maintaining our own fleet of 19 buses, we ensure that over 105 district vehicles such as trucks, vans, mowers and other equipment are in top-notch condition. We also maintain 27 school buses and other vehicles for 6 other local school districts (Redding Elementary School District, Shasta Elementary School District, Junction Elementary School District, Millville Elementary School District, Grant Elementary School District, and Igo, Ono, Platina Union Elementary School District).

## THE FACTS

24 Drivers

4 Mechanics

2 Secretaries

2 Supervisor

1 Director

District Size- 1,891 sq. miles

1,082 Available Passenger Seats

Buses At Sites

EHS -1

SHS - 5

FHS - 10

U-Prep -1

Other - 13

36 Daily Home to School Routes

13 Daily CTE Routes

Annual Budget \$3,621,633

Annual Fleet Miles 328,340

201,767 Home to School

38,009 Trips

40,664 Ag & Career Technical Ed



# NUTRITION SERVICES

## 2024-2025 SCHOOL YEAR BY THE NUMBERS



Meal Equivalents (MEQ)

**592,247**

Average daily participation (ADP)

**3,290**



Revenues

**\$3,814,941**

Breakfasts Served

**291,954**

Lunches Served

**399,557**



Expenditures

**\$3,133,622**

Revenue Per Meal  
Equivalent

**\$6.44**



Cost Per Meal  
Equivalent

**\$5.29**



A la Carte & Catering  
Revenue

**\$27,314**



Catering Events

**25**

**82%**

Cost as a  
Percentage  
of Revenue

Most Popular  
Item:

**Schoolhouse Pizza**



Meals per  
Labor Hour

**18.75**

**32**

Employees

Points of  
Sale

**29**

**Shasta Union High School Nutrition Department** is a proud partner with the California Department of Education (CDE) and the United States Department of Agriculture (USDA). Our mission is to create a school nutrition program that not only provides some of the healthiest meals our students consume throughout the day but also inspires a lifelong habits in healthy eating. We are committed to streamlining our processes, improving food quality, and reducing waste, ensuring a fiscally sustainable program.

We offer Breakfast, Brunch, and Lunch at our High Schools and partner with both private and charter schools to extend our services to additional students within our community. We were proud to be able to do a Student survey in 2024-2025 that received nearly 60% response rate district wide. The survey results are a driving force for many of the menu changes that will be seen in the 2025-2026 school year.

This year, our focus is on enhancing our student meal offerings based on student feedback and continuously support the health & education of our students—one meal at a time.



