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

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Enterprise High School
Street	3411 Churn Creek Rd.
City, State, Zip	Redding, CA 96002
Phone Number	(530) 222-6601
Principal	Ryan Johnson
Email Address	ryjohnson@suhsd.net
School Website	http://www.enterprisehornets.com/
Grade Span	9-12
County-District-School (CDS) Code	45701364532750

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Enterprise High School has been in existence since 1954, and we pride ourselves on a tradition of strong academics complemented by music and athletic programs that are equaled by none. Enterprise High School is a proud member of the Shasta Union High School District in beautiful Shasta County. Parents, students, teachers, and community members have worked together to create a school that challenges students with a rigorous and relevant education marked by a real sense of community. We recently received our new 6 year accreditation from WASC in 2024. We have been implementing our Student Learner Outcomes and WASC action plan that further defines the focus of the school. We are continually improving a rigorous and relevant curriculum while providing an encouraging and enriching environment for both staff and students. The Mission of Enterprise High School is prepare students for the fast-evolving 21st Century. Our foundational belief of "We Not Me" reflects

2025-26 School Description and Mission Statement

our commitment to producing students with accountability, responsibility, and integrity. Our academic program has focused on providing our students with essential transferable academic and cognitive skills that will help them in their learning for life. These include a focus on critical thinking, communication, innovation, technology and literacy development.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	274
Grade 10	283
Grade 11	321
Grade 12	270
Total Enrollment	1,148

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6
Male	53.5
Non-Binary	0.9
American Indian or Alaska Native	4.5
Asian	12.8
Black or African American	5.9
Filipino	0.5
Hispanic or Latino	23.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	2.8
White	48.3
English Learners	5.3
Foster Youth	1
Homeless	2
Socioeconomically Disadvantaged	66.7
Students with Disabilities	15.2

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.8	89.7	212.7	82.76	234405.2	84
Intern Credential Holders Properly Assigned	1	1.91	1.9	0.77	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.3	2.6	5.3	2.06	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	0.78	28.1	10.93	11953.1	4.28
Unknown/Incomplete/NA	2.5	4.96	8.9	3.46	15831.9	5.67
Total Teaching Positions	52.2	100	257.1	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.4	80.46	203.9	78.92	231142.4	83.24
Intern Credential Holders Properly Assigned	1.5	2.78	5.1	2	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.5	6.48	12.4	4.82	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.5	2.83	27	10.47	11746.9	4.23
Unknown/Incomplete/NA	4	7.41	9.7	3.77	14303.8	5.15
Total Teaching Positions	54	100	258.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.9	80.36	204.2	77.46	230039.4	100
Intern Credential Holders Properly Assigned	2	3.74	4.7	1.81	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.6	4.98	9.2	3.51	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.4	2.73	28.5	10.83	12112.8	4.34
Unknown/Incomplete/NA	4.3	8.16	16.8	6.39	13705.8	4.91
Total Teaching Positions	53.4	100	263.6	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	1
Misassignments	0.30	3.5	1.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.30	3.5	2.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.3
Local Assignment Options	0.40	1.5	1.1
Total Out-of-Field Teachers	0.40	1.5	1.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.6	11	9.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.2	2.7	2.4

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

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

Year and month in which the data were collected	December 2024

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

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

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

School Facility Conditions and Planned Improvements

EHS had its new football field scoreboard installed during 2023. A new Wellness Center has been created in our main office building as well. Upcoming improvements include installation of new HVAC units across campus as well as installation of shade structures (Summer of 2024) and our EHS Memorial in the quad is set for remodel in the Summer of 2024.

School Facility Conditions and Planned Improvements

EHS continues to assess facility needs on an ongoing basis and is in constant communication with the district office to ensure facility needs are met. Additionally, EHS runs a Safety Committee meeting monthly that also assess facility needs in terms of potential dangers or hazards. This information is also reported to the district.

Year and month of the most recent FIT report	09/13/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	49 deficiencies reported: broken ceiling tiles, chipped paint, floor tiles damaged; some carpet is wavy and torn; water stains; light bulbs out; damaged Formica; missing molding; paint chipping on doors; paint peeling on bases of windows
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			light bulbs out; trip hazards from extension cords; broken, loose light diffusers; light panel out;
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	60	46	64	65	47	48
Mathematics (grades 3-8 and 11)	36	32	45	47	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	291	287	98.63	1.37	45.64
Female	137	135	98.54	1.46	53.33
Male	151	149	98.68	1.32	38.26
American Indian or Alaska Native	11	11	100.00	0.00	27.27
Asian	41	41	100.00	0.00	63.41
Black or African American	14	13	92.86	7.14	46.15
Filipino	--	--	--	--	--
Hispanic or Latino	86	85	98.84	1.16	45.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	127	125	98.43	1.57	39.20
English Learners	19	18	94.74	5.26	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	210	207	98.57	1.43	44.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	40	95.24	4.76	5.00

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	291	288	98.97	1.03	31.60
Female	137	136	99.27	0.73	31.62
Male	151	149	98.68	1.32	30.87
American Indian or Alaska Native	11	11	100.00	0.00	9.09
Asian	41	41	100.00	0.00	53.66
Black or African American	14	13	92.86	7.14	38.46
Filipino	--	--	--	--	--
Hispanic or Latino	86	85	98.84	1.16	24.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	127	126	99.21	0.79	28.57
English Learners	19	18	94.74	5.26	5.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	210	208	99.05	0.95	30.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	40	95.24	4.76	2.50

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	35.73	30.21	39.34	40.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	537	528	98.32	1.68	34.47
Female	237	230	97.05	2.95	37.39
Male	297	295	99.33	0.67	31.86
American Indian or Alaska Native	19	19	100.00	0.00	15.79
Asian	70	70	100.00	0.00	44.29
Black or African American	33	32	96.97	3.03	34.38
Filipino	--	--	--	--	--
Hispanic or Latino	140	139	99.29	0.71	31.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	47.62
White	249	242	97.19	2.81	33.47
English Learners	35	33	94.29	5.71	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	360	357	99.17	0.83	32.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	74	97.37	2.63	5.41

2024-25 Career Technical Education Programs

The Shasta Union High School District offers CTE Career Pathways in the following Industry Sectors that are all aligned to the Model Curriculum Standards:
Agriculture and Natural Resources
Arts, Media, and Entertainment
Building and Construction Trades
Business and Finance
Education, Child Development, and Family Services
Engineering and Architecture
Health Science and Medical Technology
Hospitality, Tourism, and Recreation
Information and Communication Technologies
Manufacturing and Product Development
Public Services

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

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

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

INDUSTRY SECTOR: AGRICULTURE and NATURAL RESOURCES
CAREER PATHWAY: PLANT and SOIL SCIENCE   Integrated AG Biology Plant & Soil Science
CAREER PATHWAY: ANIMAL SCIENCE   Integrated AG Biology Animal Science
CAREER PATHWAY: AGRICULTURAL MECHANICS AG Mechanics 1 AG Mechanics 2 AG Mechanics 3-4
CAREER PATHWAY: ANIMAL SCIENCE   Veterinarian Technician

INDUSTRY SECTOR: BUILDING and CONSTRUCTION TRADES
CAREER PATHWAY: RESIDENTIAL and COMMERCIAL CONSTRUCTION   Construction Technology Careers
CAREER PATHWAY: CABINETRY, MILLWORK, and WOODWORKING The Art of Fine Woodworking   Construction Principles
CAREER PATHWAY: MANUFACTURING AND PRODUCT DEVELOPMENT   Welding and Materials Joining

INDUSTRY SECTOR: BUSINESS and FINANCE
CAREER PATHWAY: BUSINESS MANAGEMENT Computer Literacy Introduction to Business

INDUSTRY SECTOR: EDUCATION, CHILD DEVELOPMENT, and FAMILY SERVICES
CAREER PATHWAY: EDUCATION   Early Childhood Education Careers

INDUSTRY SECTOR: ENGINEERING and ARCHITECTURE
CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering   Robotics Applications
CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering   Space Science and Engineering
CAREER PATHWAY: ENGINEERING TECHNOLOGY Robotics Eng. Tech.   Space Science and Engineering
CAREER PATHWAY: ENGINEERING DESIGN   Exploring Engineering   Computer-Aided Drafting

INDUSTRY SECTOR: HEALTH SCIENCE and MEDICAL TECHNOLOGY
CAREER PATHWAY: PATIENT CARE   Intro. to Medical Careers   Medical Clinical
CAREER PATHWAY: PATIENT CARE   Dental Careers
CAREER PATHWAY: PATIENT CARE   Sports Medicine
CAREER PATHWAY: PATIENT CARE   Bio Med
CAREER PATHWAY: PATIENT CARE   Pharmachology

INDUSTRY SECTOR: HOSPITALITY, TOURISM, and RECREATION
CAREER PATHWAY: FOOD SERVICE and HOSPITALITY Culinary Arts   Introduction to Culinary Arts, & Contemporary Cuisine
CAREER PATHWAY: FOOD SERVICE and HOSPITALITY   Chef Prep

INDUSTRY SECTOR: INFORMATION and COMMUNICATION TECHNOLOGIES
CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT   Computer Literacy   Computer Science Principles
CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT   Computer Literacy   PC Graphics and Design

INDUSTRY SECTOR: Arts, Media, and Entertainment
CAREER PATHWAY: Design, Visual, and Media Arts
CAREER PATHWAY: Performing Arts
CAREER PATHWAY: Production and Managerial Arts

INDUSTRY SECTOR: MANUFACTURING and PRODUCT DEVELOPMENT
CAREER PATHWAY: MACHINING and FORMING TECHNOLOGIES   Exploring Engineering   Advanced Manufacturing
CAREER PATHWAY: PRODUCT INNOVATION and DESIGN   Computer-Aided Drafting Advanced Manufacturing

2024-25 Career Technical Education Programs

INDUSTRY SECTOR: PUBLIC SERVICES
CAREER PATHWAY: EMERGENCY RESPONSE   Fire Technology
CAREER PATHWAY: EMERGENCY RESPONSE   Emergency Medical Technician
CAREER PATHWAY: PUBLIC SAFETY   Administration of Justice

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

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	851
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	21.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	27.7

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	94.79
Graduates Who Completed All Courses Required for UC/CSU Admission	38.56

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94.8	94.8	83.3	93.3	94.4

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

To all Parents/ Guardians : To learn about opportunities to to get involved at EHS please call Kerri Forrister at 222-6601 ext 12502.

Some of these opportunities for you to get involved at EHS are listed below:

Enterprise Music Boosters
Contact Music Boosters President at (530) 222-6601
Boosters sponsor concerts, chaperone trips, provide transportation, and organize all events and support all music activities. All music booster parents are called upon at some point to help their child in music throughout the year. Boosters support 13 musical groups that travel throughout the entire year.

Sober Grad Organization
Contact Sober Grad Chair at (530) 222-6601
Graduation will soon be here! Parents are needed to help with the SOBER GRAD activities immediately after graduation. Your participation is vital in planning for a party that your senior will long remember! Volunteers are needed to help with such committees as food, prizes, decorations, and fundraising. While the SOBER GRAD party is primarily attended by each graduating class, parents from all classes are encouraged to help plan and chaperone the end of the year activity. Early planning insures that each year's party is well attended and provides students with a welcoming and safe graduation party.

Enterprise Sports Boosters
Contact Sports Booster President at (530) 222-6601
As most of you know, the Athletic Boosters Club raises virtually all of the money to pay for uniforms, equipment and other sports items that make our high school sports programs possible. The Enterprise High School Athletic Boosters Club encourages all parents of student-athletes to join the EHS Athletic Boosters Club and be an active member in helping support our school's sports programs.

Enterprise PTSA Club (Parent, Teacher, Student Association)
Contact PTSA President at (530) 222-6601

2025-26 Opportunities for Parental Involvement

The Enterprise High School PTSA raises money used to grant annual college scholarships to qualified EHS graduates. The organization plays vital roles for the athletic programs by providing volunteer parents to collect money at all school athletic events and for the students by assisting in the EHS student recognition programs.

School Site Council (530) 222-6601
Our school site council meets routinely. Parents are involved in reviewing and approving our Single Plan of Student Achievement, School Safety Plan, and Local Control Accountability Plan (LCAP).

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2.3	4.1	2.8	4	4.8	3.6	8.2	8.9	8
Graduation Rate	94.1	92.7	95.1	90.8	91.6	93.7	86.2	86.4	87.5

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	247	235	95.1
Female	107	102	95.3
Male	140	133	95.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	30	28	93.3
Black or African American	18	17	94.4
Filipino	--	--	--
Hispanic or Latino	57	56	98.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	13	12	92.3
White	116	110	94.8
English Learners	28	25	89.3
Foster Youth	--	--	--
Homeless	20	18	90.0
Socioeconomically Disadvantaged	199	188	94.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	37	30	81.1

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

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1223	1197	302	25.2
Female	559	544	145	26.7
Male	655	644	154	23.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	56	55	18	32.7
Asian	151	149	20	13.4
Black or African American	73	72	26	36.1
Filipino	--	--	--	--
Hispanic or Latino	293	286	66	23.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	35	13	37.1
White	592	578	154	26.6
English Learners	68	66	21	31.8
Foster Youth	15	13	4	30.8
Homeless	36	34	18	52.9
Socioeconomically Disadvantaged	849	831	233	28.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	191	187	58	31.0

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

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.77	7.44	8.59	5.65	4.76	4.39	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.25	0	0.02	0.09	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.59	0.25
Female	5.72	0.00
Male	11.15	0.46
Non-Binary	0.00	0.00
American Indian or Alaska Native	8.93	0.00
Asian	2.65	0.00
Black or African American	9.59	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.14	0.68
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	11.11	0.00
White	10.81	0.17
English Learners	5.88	0.00
Foster Youth	26.67	0.00
Homeless	25.00	0.00
Socioeconomically Disadvantaged	9.66	0.24
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.57	0.52

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

2025-26 School Safety Plan

Enterprise High School updates its Safety Plan regularly with recommendations from the school's safety committee. The safety committee consists of administration, faculty, counseling, security, maintenance, classified staff, students, parents, and the School Resource Officer. This committee meets every month to update, review, and develop health and safety procedures for our school. We also participate on the District Safety Committee that meets quarterly to ensure compliance and coordinated safety measures. Review with faculty is ongoing. The School Safety Plan was updated and approved by the EHS Site Council on 10/14/2024, and then the Board of Trustees on 1/14/2025.

Emergency drills (imminent danger and fire) are routinely practiced and reviewed in accordance with state law. Window tint for floor level classrooms has been installed for added security. Additional surveillance cameras and memory continue to be added to our already comprehensive video surveillance system, now numbering nearly 100 cameras. A full time Security Guard and a School Resource Officer (SRO) from the Redding Police Department are assigned to our campus. The EHS staff are undergoing ALICE training and we are shifting our focus on how to handle imminent danger and intruders on campus. As of August 2024, EHS will have 100% of staff and students trained in ALICE response techniques.

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	22	23	6
Mathematics	17	29	25	3
Science	20	20	16	6
Social Science	19	30	15	13

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	16	22	9
Mathematics	18	29	14	12
Science	21	18	24	
Social Science	21	24	20	12

2024-25 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	18	19	11
Mathematics	19	26	15	9
Science	21	16	23	1
Social Science	20	23	24	7

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	289.5

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,579	$3,086	$7,493	$79,995
District	N/A	N/A	$7,266	$88,313
Percent Difference - School Site and District	N/A	N/A	3.1	-2.6
State	N/A	N/A	$11,146	$100,016
Percent Difference - School Site and State	N/A	N/A	-35.9	-15.8

Fiscal Year 2024-25 Types of Services Funded

Enterprise High School runs several programs and provides services through a variety of funding options. Title I funds provide Math and English student Intervention/Support lab classes as well as aide support. Additionally, Title I provides funding for foster youth. EHS moved to a status of "school-wide access" from "targeted assistance" under Title I during the 2018-19 school year. English Access Support labs are also provided for students during the school day for general academic support with supplemental funding. Additional specific funding (Title IV) provides for an extensive Advanced Placement and Honors Program. English Language Learners have the opportunity to work closely with an instructor on language acquisition in three separate, leveled ELD courses. Additionally for ELL students, there is a district-funded site ELL monitor to ensure ELD program fidelity and coordination and continued progress of ELL students. We offer during and after school peer tutoring for students who need additional academic support, Anytime school and credit recovery classes during the school day exist for students that are credit deficient.

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

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

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	5.2

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

Subject	Number of AP Courses Offered
Computer Science	1
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	5

Professional Development

Our district/school has dedicated 20 Wednesdays of the school for our teaching staff to engage in professional development strategies and ideas to serve our students. These days are focused on assessment, instructional strategies, curriculum development, student support/intervention days, and culture building activities. We use a PLC-style format to facilitate teacher collaboration. EHS has a full time PLC/instructional coach available to teachers on campus in order to foster individual professional growth based on school goals. Several teacher-leaders (including our PLC instructional coach) have attended the Solution Tree PLC Institute in order to effectively implement PLC-style collaboration in various formats. Over half of the EHS staff has been trained in PLC-style collaboration.

Our administrative team and department chairs continually review and develop our instructional program based on the content standards. This group is known as our "PLC Guidance Coalition" and meets monthly to coordinate site-based PD and how the minimum day staff time will be utilized. Specifically, we look at data regarding - tests, grades, attendance, behavior, and other trends with our student body. More specifically, we utilize our new reading assessment data (Level Set), CAASPP scores, and local benchmark data to drive our PD focus related to implementation of our newly created Student Learner Outcomes (SLOs) focused on critical thinking, communication, innovation, technology and literacy school-wide. We have also discussed instructional literacy strategies, grading policies, and short and long-term instructional planning.

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

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