

# Mt. Shasta High School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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, 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 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).

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Mt. Shasta High School
<b>Street</b>	710 Everitt Memorial Hwy.
<b>City, State, Zip</b>	Mt. Shasta, CA 96067
<b>Phone Number</b>	(530) 926-2614
<b>Principal</b>	Satyendra Shah
<b>Email Address</b>	sshah@sisuhd.net
<b>Website</b>	<a href="http://www.mountshastahighschool.com/">http://www.mountshastahighschool.com/</a>
<b>County-District-School (CDS) Code</b>	47-70466-4735403

Entity	Contact Information
<b>District Name</b>	Siskiyou Union High School District
<b>Phone Number</b>	(530) 926- 3006
<b>Superintendent</b>	Mike Matheson
<b>Email Address</b>	mmatheson@sisuhd.net
<b>Website</b>	www.sisuhd.net

## School Description and Mission Statement (School Year 2019-20)

Community – Mount Shasta High School is located in Mt. Shasta City, at the intersection of Interstate-5 and Highway-89 about an hour north of Redding and an hour south of Ashland, Oregon. The population of the city is approximately 3,500. Dominating the entire landscape is Mount Shasta, a 14,162 foot strato-volcano, long known for its recreational opportunities and scenic beauty. Mt. Shasta is a destination point for people wishing to ski and snowboard, fish, mountain bike, swim, hike, and enjoy a healthy living style that is afforded in this beautiful alpine environment.

The City of Mount Shasta is a full-service community with medical, hospital, dental, optical and pharmaceutical services available locally. The Mount Shasta Ski Park and Lake Siskiyou are only minutes away. A wide range of cultural activities are available through College of the Siskiyous which is eight miles away in the town of Weed. Southern Oregon University and the Oregon Shakespearean Festival are both located in Ashland, Oregon--just over the border, a little over an hour away.

Mount Shasta High School (MSHS) prides itself on having the warm and friendly atmosphere afforded by a small school but with an extensive Advanced Placement program, arts, music, Career Technical Education, and extracurricular programs of a much larger school. The high school enrollment is about 310 students with eighteen faculty members, one counselor, and one principal. The district adopted a 1 to 1 chromebook policy for all students, meaning that students are assigned a chromebook as freshmen and are able to use the device for their academics throughout their time at the high school. Graduation requirements include a culminating senior project which is displayed at Bear Expo--an open house event held at the end of each school year.

Families in Mount Shasta and surrounding areas are supportive of education and are active participants in the daily life of the school. Parent groups such as the Mount Shasta High School Parent Group, Mount Shasta Boosters, and Mount Shasta Education Foundation raise money and volunteer their time with student activities. The Mount Shasta High School staff pride themselves on their school improvement practices, implementation of new and project oriented curriculum as well as use of interactive technology so that all students have the opportunity to learn and be successful.

The school administration works with the Chamber of Commerce and local business groups to promote growth and communication between the school and the city. Parent newsletters, weekly bulletins, TeleParent, Aeries Parent Connect, Emergency Facebook and ASB Facebook pages, as well as the local Mt. Shasta Herald newspaper inform and keep lines of communication open between the school and community.

Mount Shasta High School is a comprehensive high school with extensive art and music programs, a Manufacturing/Business technical education program, drama and Advanced Placement courses. The school received a 6 year accreditation term during the last accreditation process in 2015-2016. Mt. Shasta High School does not receive Title I funds.

### Mission Statement

Our mission is to ensure that all students graduate qualified for post-secondary options including university enrollment, community college, career-technical enrollment, military service, or the job market, so that they have genuine choices after graduation.

## Vision Statement

Our vision is to create an inclusive culture in order to help our students value themselves as learners, become educated citizens, college and career ready, and acquire a global perspective as contributing participants in a rapidly changing world.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	71
Grade 10	74
Grade 11	64
Grade 12	76
Total Enrollment	285

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.7
Asian	0.4
Filipino	0.7
Hispanic or Latino	17.9
Native Hawaiian or Pacific Islander	0.4
White	69.5
Two or More Races	8.4
Socioeconomically Disadvantaged	48.1
English Learners	1.4
Students with Disabilities	4.9
Homeless	2.8

## 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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	19	19	43
Without Full Credential	1	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	1	4	17

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: June 2015

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>The Adv. Of Huckleberry Finn 1999</p> <p>The Alchemist 1993</p> <p>The Bean Trees 2001</p> <p>Of Mice and Men 1999</p> <p>The Grapes of Wrath</p> <p>Slaughterhouse 5</p> <p>The Crucible</p> <p>One Flew Over the Cuckoo's Nest</p> <p>To Kill a Mockingbird 1960</p> <p>Something Wicked This Way Comes 1963 and 1998</p> <p>The Boy Who Harnessed the Wind 2010 1984</p> <p>Animal Farm</p> <p>Frankenstein</p> <p>Pride and Prejudice</p> <p>Heart of Darkness</p> <p>Portrait of the Artists as a Young Man</p> <p>H. Lit Lang Stds Text, 11 Gr, 8th Crs 2003</p> <p>H. Lit Lang Stds Text, 9 Gr, 3rd Crs 2003</p> <p>H. Lit Lang Stds Text, 10 Gr, 4th Crs 2003</p> <p>H. Lit Lang Stds Text, 12 Gr, 6th Crs 2003</p> <p>Advanced English II, Grade 10</p> <p>Vocabulary for the College Bound Book</p> <p>Vocabulary from Latin and Greek Roots Book IV</p> <p>Brief Bedford Readers 1994</p> <p>Holt Hand Book 6th Course 2003</p> <p>Expository Reading and Writing Course CSU various modules</p> <p>Ann and Samuel Charters, Literature and its Writers, second edition</p> <p>Edgar Roberts/ Writing About Literature, Ninth Edition</p> <p>Cliff's AP English Literature and Composition, 2nd Edition</p> <p>CSU English Reading and Writing Curriculum (ERWC) 2013</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	CPM Core Connections, Integrated 1, Second Edition, Version 1.0, Volumes 1 & 2 2014 CPM Core Connections, Integrated 2, Second Edition, Version 1.0, Volumes 1 & 2 2014 CPM Core Connections, Integrated 3 Second Edition, Version 1.0 2015 CPM Pre-calculus 2008 Intro to Stats 2005 Trigonometry 3rd Ed 2006 Pre Calculus 5th Ed 2001	Yes	0
<b>Science</b>	Chemistry 2006 Human Anatomy and Physiology 2009 Modern Biology 2008 AP Biology 2 2010 Bio/Life Science – Plant Biology 1997 Bio/Life Science-Animal Diversity 1997 AP Environmental Science 2008 Integrated Science-Environmental Sci 1990 (in class use) Integrated Science-Conceptual Int Sci 2006 Physics—Conceptual Physics 2002	Yes	0
<b>History-Social Science</b>	The Americans 2002 A People and a Nation 2012 World History/Modern Times 2006 World Geography – Scholastic 1988 World Geography – Glenco 2002 American Government 1997 Economics, Principals in Action 2007	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Foreign Language</b>	Spanish I Navegando I Semaniego DC Health 1997 Spanish II Navegando II Semaniego DC Health 1997 Spanish III Navegando III Semaniego DC Health 1997 AP Spanish Una Vez Mas Semaniego DC Health 1997 Read and Think SPANISH 2012 Temas Vista Higher Learning 2014	Yes	0
<b>Health</b>	Health Care Science Technology 2010	Yes	0
<b>Visual and Performing Arts</b>	The Practice of Harmony(6th edition) 2012 AP Music Theory 2012 Discovering Drawing 1995 Art In Focus 1986 Exploring Painting 1988 Eyewitness Art-Prospec 1995 Eyewitness Art-Color 1995 History of Art 1995	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	All lab equipment for Biology, Chemistry, Physics, Anatomy, AP Environmental Science, AP Biology, and Integrated Science is of good or better quality and is available for all students.		0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The school grounds and buildings are routinely maintained by an excellent staff. New bleachers have been installed in the school gym and all classroom and outer doors were replaced with card locks and safety locks. Benches and tables are available for students to use outside during lunch time and a room for food services and student use is supervised and open during lunch time. The school library was expanded and remodeled during the summer of 2010. All new furniture, technology, floor and wall surfaces create a pleasant environment that is now the new Learning Resource Center. A new HVAC system was installed during the summer of 2011. The facilities are used and enjoyed by students, staff and community groups throughout the year.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 1/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	



## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	54	67	50	58	50	50
Mathematics (grades 3-8 and 11)	33	43	24	28	38	39

Note: Percentages are not calculated 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	56	53	94.64	5.36	67.31
Male	28	26	92.86	7.14	56.00
Female	28	27	96.43	3.57	77.78
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	40	38	95.00	5.00	62.16
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	26	24	92.31	7.69	62.50
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>	--	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	56	54	96.43	3.57	42.59
<b>Male</b>	28	27	96.43	3.57	51.85
<b>Female</b>	28	27	96.43	3.57	33.33
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	40	39	97.50	2.50	41.03
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	26	25	96.15	3.85	40.00
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>	--	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## Career Technical Education Programs (School Year 2018-19)

Mt. Shasta High School has a manufacturing lab that is an integral part of the Manufacturing/Business CTE pathway. This pathway uses the most current automated computer machines such as CNC router, plasma cutter, welding equipment, and 3D printers. The combination of manufacturing a product and marketing that product using business skills is the focus of this pathway.

In addition to this pathway, MSHS also offers Commercial Arts, Graphics Production, Marketing, and Patient Care CTE pathways.

Yearly regional meetings are held with community stakeholders to assure that the CTE courses are effective and include community concerns. CTE teachers collaborate with general education teachers to create interdisciplinary projects.

## Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	214
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	75
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	61.1

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	94.48
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	38.03

### 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 areas of physical education.

#### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	6.2	26.6	54.7

Note: 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.

## 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 for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2019-20)

Families in Mount Shasta and surrounding areas are supportive of education and are active participants in the daily life of the school. Parent groups such as the Mount Shasta High School Parent Group, Mount Shasta Boosters, Site Council, and Mount Shasta Education Foundation raise money and volunteer their time at student activities. Parents help chaperon dances, drive students to athletic events, supervise athletic events, support music and drama programs, and work to support school improvement efforts. Back to School Night, MSHS Bear Expo/Open House, and seasonal Parent Sport nights give structured opportunities for parents to visit the school. Mount Shasta High School, along with other schools in the district work to create partnerships with local community members to enrich and bring relevance to students and the high school programs.

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	0	1.2	13	5.7	6	15.6	9.7	9.1	9.6
Graduation Rate	100	98.8	87	92.1	88.7	82.3	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	4.2	1.3	1.3	7.9	3.7	4.5	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

School safety is a primary concern of staff at the school. Mount Shasta High School has a safe and well kept campus. The School Safety Committee meets weekly and discusses school safety concerns that may develop during the week. The Comprehensive School Safety Plan is updated and reviewed annually by the Site Council. Students are supervised during lunch time and during class breaks. Cameras stationed around the campus allow for pinpointing of potential problems. Students at Mount Shasta High School are very involved in sports, clubs, ASB government, music, and drama. The small size of the school allows students to know their teachers, counselor and principal well. Counseling and support services are offered by counseling and nursing staff. Staff members have safety binders and backpacks that are used during fire drills and intruder alert drills. The Athletic Code and Athlete Committed program encourages students to live a healthy life style sets standards for athletes' behavior. MSHS began training students and staff on ALICE practices in 2016-2017 giving students and staff other strategies besides just locking down for an intruder alert situation.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
<b>English</b>	18	17	5		17	17	4		15	20	1	
<b>Mathematics</b>	18	9	5		19	6	6		14	11	2	
<b>Science</b>	24	3	6		19	7	4		18	8	3	
<b>Social Science</b>	24	5	8		22	7	6		20	7	6	

\*Number of classes indicates how many classrooms 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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
<b>Academic Counselors*</b>	285.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.0

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,367.38	\$2,892.44	\$8,474.95	\$65,924.76
District	N/A	N/A	\$11,950.65	\$64,485.12
Percent Difference - School Site and District	N/A	N/A	-34.0	2.2
State	N/A	N/A	\$7,506.64	\$71,842.00
Percent Difference - School Site and State	N/A	N/A	12.1	-8.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Mt. Shasta High School does not receive Title I funding. Title II Quality Teacher funds for professional development and Drug Free Schools funding are allotted to the school through a district plan for distribution. The Mount Shasta Education foundation provides approximately \$14,000 to teachers at the school every year and the MSHS Boosters Club provide funding to assist the athletics program at the site.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$48,044
Mid-Range Teacher Salary	\$	\$67,032
Highest Teacher Salary	\$	\$89,023
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$	\$123,219

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$	\$138,074
Percent of Budget for Teacher Salaries	29%	28%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	1	N/A
All courses	10	22.8

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

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Mt. Shasta High School's weekly schedule includes an hour of collaboration on Friday. Additionally, professional development days are scheduled throughout the year for staff to meet, work together and discuss critical school issues and curriculum development. Instructional design that supports the California Standards, schoolwide literacy, higher level thinking skills, and school wide collaboration are the main focus of teaching staff and professional development opportunities. These focus areas were selected as part of our WASC process and annual Site Plan review. MSHS teachers and staff also have opportunities during the summer for other professional development activities that support and expand their expertise in the classroom. A staff Leadership Committee meets once a month to review the school site/action plan, discuss curriculum, and guide school improvement goals. Mount Shasta has 9 instructional leadership stipend positions for faculty who wish to support school efforts by working on academic and other projects such as peer tutoring, online management systems, student recognition, and schoolwide literacy.