

North State Independence High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	North State Independence High School
Street	2200 Eureka Way, Suite B
City, State, Zip	Redding CA 96001
Phone Number	530-245-2760
Principal	Timothy R. Calkins
E-mail Address	tcalkins@suhsd.net
Web Site	http://www.suhsd.net/cms/page_view?d=x&piid=&vpid=1485420428881
CDS Code	4570136-4530309

District Contact Information	
District Name	Shasta Union High School District
Phone Number	530-241-3261
Superintendent	Jim Cloney
E-mail Address	jcloney@suhsd.net
Web Site	http://www.suhsd.net

School Description and Mission Statement (School Year 2018-19)

North State Independence High School is a WASC accredited alternative school of choice designed to meet individual needs of students that for some reason were not being met at the comprehensive sites. Students are offered flexibility with their schedules while being held to the same high academic standards as the comprehensive high schools. NSIHS allows co-enrollment in the community college, CTE (Career & Technical Education) classes, on-line courses, and at the comprehensive sites on a space available basis. The NSIHS staff design an Individualized Graduation Plan for each student. NSIHS students, in addition to meeting at least once per week with their primary instructor, may also attend tutorial classes in all subjects in need as required by their Individualized Graduation Plan. Math labs are available as well as a senior transition class. Medical Independent Study, a program for students with prescriptions not able to attend school, and Cal-SAFE, a program for pregnant and parenting students, are also offered through NSIHS.

There are eight rooms that house the North State students. The Administration staff share one portable with 3 rooms. Three teachers share one room in the main classroom building. A multipurpose room provides additional classroom space for the study classes and a meeting room. There is one teacher and an Art class in one room. Special Education and Medical Independent Study share a room and the Cal-SAFE students and teachers have their own room.

Our Mission

The mission of North State Independence High School is to provide an exemplary individualized education in a nurturing community to students with diverse needs.

Our Vision

Students will be educated, mentored, and supported as they achieve rigorous personal academic goals while becoming productive, participating citizens in a changing global society.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	3
Grade 10	18
Grade 11	39
Grade 12	50
Total Enrollment	110

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	5.5
Asian	0.0
Filipino	0.0
Hispanic or Latino	10.0
Native Hawaiian or Pacific Islander	0.0
White	80.9
Socioeconomically Disadvantaged	60.0
English Learners	0.0
Students with Disabilities	8.2
Foster Youth	3.6

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	6	5	6	
Without Full Credential	0	1	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners			
Total Teacher Misassignments *			
Vacant Teacher Positions			

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 2018-19)

Year and month in which data were collected: Jan 2017

The NSIHS staff is in the process of updating textbooks aligned with online resources.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English I: Pearson Literature for California Grade 9; 2015 English II: Pearson Literature for California Grade 10; 2015 English III: Pearson Grade 11 Custom Literature; 2012 & Pearson Literature for California Grade 11; 2015 English IV: CSU Expository Reading & Writing Course Workbook; 2012	Yes	0%
Mathematics	Math 1: Core Connections Integrated I (CPM); 2014 Math 2: Core Connections Integrated II (CPM); 2015 Math 3: Core Connections Integrated III (CPM); 2015 Math 3 Honors, Trigonometry/Precalculus: Precalculus: Graphical, Numerical, Algebraic (Prentice Hall); 2016 CP Statistics: Stats in Your World (Pearson) ;2012 AP Statistics: Stats Modeling the World; 2016 AP Calculus: Calculus Graphical, Numerical, Algebraic; 2016	Yes	0%
Science	Physical/Earth Science: Holt California Earth Science (Holt-McDougal) © 2007 Biology: Holt Biology, California Edition (Holt, Rinehart & Winston) © 2006 Chemistry: Holt Modern Chemistry (Holt, Rinehart & Winston) © 2002 CA Chemistry: Matter & Change (Glencoe/McGraw-Hill) © 2007 Physics: Holt Physics (Holt, Rinehart & Winston) © 2006	Yes	0%
History-Social Science	Personal Growth: Career Choices (Academic Innovations); 2011 & Positive Prevention Plus (Positive Prevention Plus) 2016 Geography: World Geography and Cultures (Glencoe/McGraw-Hill);2012 World History: Patterns of Interaction (Holt-McDougal/Littell); 2012 U.S. History: The Americans: Reconstruction to the 21st Century (McDougal Littell); 2012 Economics: Economics: Principles and Practices (Glencoe/McGraw-Hill); 2010	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Spanish: TPRS Instructional Materials (Blaine Ray Workshops); 2007 French: Bien Dit! (Holt-McDougal); 2009 ASL: A Basic Course in ASL (TJ Publishers/Harris Communication) 1999 Signing Naturally (DawnSign Press); 1999 ASL: Green Book Series (The Green Book); 2000 Chinese: Integrated Chinese (Cheng & Tsuzi Co.); 2014	Yes	0%
Health	Lifetime Health (Houghton-Mifflin) © 2009	Yes	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)	Yes	0%
Science Laboratory Equipment (grades 9-12)	All district science labs are fully equipped to teach students the standards-aligned science curricula.		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

There are seven rooms that house the North State students. The Administration and Counseling are in one room and a multipurpose room provides additional classroom space for the small group classes and a meeting room. Special Education and Medical Independent Study share a room and the Cal-SAFE students and teachers have their own room. The additional three rooms house regular independent study students. The grounds have picnic tables that are frequently occupied by groups of students studying or socializing. The rooms and restrooms are safe and cleaned daily. New signs were added in 2017-18 to the main office and road leading to the school. North State Independence High School has been designated a Williams Act school and is subject to an annual audit of the facilities conducted by the Shasta County Office of Education. The maintenance and custodial departments ensure that the facilities are cleaned and maintained on a daily basis. The District continually updates and repairs our campus as needed through a deferred maintenance program

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 07-19-17		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 07-19-17		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 07-19-17	
Overall Rating	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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	25.0	15.0	68.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	3.0	6.0	49.0	46.0	37.0	38.0

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	62	93.94	14.52
Male	21	19	90.48	10.53
Female	45	43	95.56	16.28
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	48	46	95.83	13.04
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	29	93.55	10.34
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	62	93.94	6.45
Male	21	19	90.48	5.26
Female	45	43	95.56	6.98
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	48	46	95.83	4.35
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	29	93.55	0
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Career Technical Education Programs (School Year 2017-18)

North State Independence High School does not offer CTE courses. However, all of our students have the opportunity to enroll and many participate in the district sponsored CTE courses.

The Shasta Union High School District offers Career and Technical Education (CTE) programs organized in sequences of courses designed to provide students with opportunities for enhanced learning experiences and preparation for productive employment and/or post high school education. Courses in Agriculture; Business and Technology; Consumer and Family Sciences; Industrial Technology; Public Safety; Education: Medical: and Engineering Technology are offered that satisfy the district’s Practical Vocational Arts requirement for graduation. Work Experience Education offers a combination of classroom learning and on-the-job training to 11th and 12th grade students who are employed part-time. Many of the CTE courses are dual enrolled or articulated with Shasta College and offer students an opportunity to earn college credit and to receive a strong experience and understanding of all aspects of the industry they may consider pursuing as a future career. A variety of CTE courses are 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 curriculum, equipment, and facilities. These services are provided to ensure special needs students are recruited, enrolled, supported and successfully complete CTE courses and programs.

Programs are evaluated and updated each year with the Director of Categorical Programs and program advisory committees. The district CTE advisory is run by the Director of Categorical Programs and includes industry representatives from all the CTE pathways in the district.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	79.3
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	**	**	**

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.

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 2018-19)

Parents are highly encouraged to be active participants in their student's education. The primary opportunity to become involved with their student's education is at home helping and encouraging their student to complete their weekly assignments. NSIHS is an independent study high school at which the students spend the majority of their time at home or at school working individually on assignments. Parents must meet with their students' teacher at least two times per year to sign required independent study paperwork and discuss classes. North State prides itself in providing regular parent communication by phone and e-mail and parents are encouraged to check-in with the teacher regularly. Many parents come with their students to the teacher meeting to keep up with student progress.

Opportunities for parental involvement with the school include multimedia contacts, parent meetings, and extracurricular opportunities. The multimedia contacts include: Aeries attendance reporting, district and school web-sites, the Principal's Newsletter, an automated phone service, and e-mail and phone conversations between parents and teachers. Parent meetings include the required initial enrollment intake meeting, yearly Graduation Plan updates, Student Study Team Meetings, Back-to-School Night, and a graduation ceremony.

Parents can contact Deb Bailey at 530-245-2760 if they would like specific information about getting involved at North State.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	23.3	24.5	10.7	5.2	2.7	3.6	10.7	9.7	9.1
Graduation Rate	76.7	71.7	53.6	92.4	94.9	90.2	82.3	83.8	82.7

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	68.8	90.5	88.7
Black or African American	0.0	87.0	82.2
American Indian or Alaska Native	100.0	85.4	82.8
Asian	100.0	84.8	94.9
Filipino	100.0	92.9	93.5
Hispanic or Latino	50.0	87.9	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	68.0	92.1	92.1
Two or More Races	100.0	92.2	91.2
Socioeconomically Disadvantaged	68.8	91.4	88.6
English Learners	0.0	40.0	56.7
Students with Disabilities	25.0	70.9	67.1
Foster Youth	25.0	66.7	74.1

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.0	4.8	5.2	5.1	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.4	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The School Safety Team at North State Independence High School meets for the annual review of the School Safety Emergency Action Plan. Parent, student, classified, certificated, School Site Council, and administrative representation constituted the make up of the School Safety Team Review committee. This plan has been tailored to meet the specific needs of North State Independence High School. The safety plan includes the mandated components of Senate Bill 187 including:

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, power outage, human created disasters, CODE RED and other emergency actions
- Policies pursuant to Education Code 48915(c) and other school designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students Sexual Harassment Policy
- Dress Code
- Safe ingress and egress to and from school
- Safe and orderly environment conducive to learning Rules and procedures on school discipline

Please note that this plan includes procedures for a variety of emergencies and situations, from an intruder on campus to a natural disaster. It has been designed to compliment the District's Emergency Disaster Preparedness Plan and Manual, which provides more detail on procedures and preparedness. It is a general guideline to assist School Administrators, Emergency Services (first responders), and others in the event of an incident at North State Independence High School. The guidelines contained within this plan can vary based on the nature of the incident, structural integrity, water and power supplies and most importantly the safety of the staff, students, and school community. Finally, this plan contains a variety of other information including but not limited to the following:

- Exposure control for blood borne pathogens
- Hate motivated crimes
- School community alerts on sexual predators
- Safety Multi Disciplinary Team/Crisis Response Team/After Care
- Suicide on campus
- Arrest of student

The District Safety Team meets monthly and consists of the principal at North State and other staff members from the programs that share this site..

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	5.0	37			4.0	37			6.0	22		
Mathematics	5.0	23			6.0	22			5.0	18		
Science	5.0	16			4.0	19			4.0	15		
Social Science	6.0	38	1		5.0	41			7.0	26		

Note: 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.4	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0.6	N/A
Other	0	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6862	508	6354	74168
District	N/A	N/A	6591	\$73,015
Percent Difference: School Site and District	N/A	N/A	-3.6	6.6
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	-39.2	-6.2

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 2017-18)

North State is in the process of transitioning from a Targeted Assistance Program to a School wide Program for the 2018 school year, which will allow the school to provide Title 1 services to more students. The school will be conducting a needs assessment to determine how to utilize its resources.

Cal-SAFE categorical state funding is available for male and female teen parents or expectant parents. Although categorical funding is currently "flexed", the district utilizes the funds to support the program. This program is housed on NSIHS campus. It is a district wide program in which the student can determine to stay in their home school or attend NSIHS. The majority of the students choose to attend NSIHS.

Funding is also available for homeless services.

In addition, services are available for ELL students through the site ELL liaison.

There are also community programs that work directly with the school to provide services for students (Children First).

Personal counseling services will be provided through an outside agency next school year.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,914	\$50,747
Mid-Range Teacher Salary	\$69,266	\$86,127
Highest Teacher Salary	\$92,280	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$124,700	\$150,286
Superintendent Salary	\$165,867	\$238,058
Percent of Budget for Teacher Salaries	31.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

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)

Leadership and staff attend professional conferences and in-services conducted by the District to ensure the program is compliant and that best practices are utilized in teaching. The administrator, intern and the Alternate ED support secretary will both be attending the California Consortium for Independent Study Conference during the 2018-19 school year. The principal attended last year. The math teachers have attended many conferences including the Mount Lassen Math Council Conference, the California Math Council Conference, the District algebra in-service week, and the Asilomar California Math Council. The Cal-SAFE teachers have attended many conferences including Teen Now Conference and the CCIS Conference. All of our teachers attend the district sponsored literacy workshops presented to District teachers. Several of our teachers are ATE trained mentors and provides services to all new NSIHS teachers. Some of the teachers have attended MAA training, School Site Council training, District Leadership Classes, WASC training, and Datawise training. Teachers also attended ACES training during the 17-18 school year. We currently have a teacher attending the ERWC training during 18-19. Teachers will receive training in CPR and First Aid during 2018-19. Two of our staff attended the local homeless and Foster Youth Conferences. Teachers also attended staff meeting in specific curriculum areas at other high schools. Staff meetings have been dedicated to professional learning communities and continuous improvement. This change in focus has allowed the North State staff to work collaboratively on professional development and improving the curriculum, instruction and student assessments at NSIHS. In addition, for 2018-19, the entire staff will be receiving training on the Google Classroom on an ongoing basis.