

2018 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and complete each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2018-19)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Freedom Community Day High School
Street	590 Mary Street
City, State, Zip	Redding CA 96001
Phone Number	530-245-2660
Principal	Timothy R. Calkins
E-mail Address	tcalkins@suhsd.net
School Website	http://www.suhsd.net/Schools/Freedom-Community-Day-School/index.html
CDS Code	45701364530218

District Contact Information (School Year 2018-19)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Shasta Union High School District
Street	2200 Eureka Way Suite B
City, State, Zip	Redding
Phone Number	530-241-3261
Superintendent	Jim Cloney
Web Site	www.suhsd.net
E-mail Address	jcloney@suhsd.net

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

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Freedom Community Day High School serves approximately 35 students primarily in grades 9 - 12. The students are "at-risk" students who have struggle with behavioral and/or attendance problems. They are placed at the school through an expulsion, School Attendance Review Board (SARB) hearing or administratively. Three teachers (3.0 FTE) provide instruction and are assisted by 3 full time paraprofessionals, a security guard, and secretary/registrar.

The ultimate goal of Freedom Community Day School is for the students to gain valuable academic and social skills so that they may transition back into a comprehensive high school or to the district continuation school with increased skills to succeed.

Vision/Mission Statement

It is our belief that all students can learn and demonstrate appropriate public school behavior. In order to act from that belief, we will provide Freedom students a disciplined environment both academically and socially. The outcomes of this support, structure, and discipline for our students include academic success, earned credit toward graduation, participation in creative and engaging curriculum, and the acquisition of positive social skills. As a result of these outcomes our students will gain a more positive view of school and, most importantly, themselves.

When Freedom students transition to their next school they will be equipped with the skills necessary for success. They will be confident in their abilities to meet the academic and social challenges that lie ahead. Teachers and administrators will welcome our students to their campus because they know these former Freedom students have the right kind of manners, character, behavior and academic discipline to contribute to their classroom and school.

The Freedom staff is committed to providing every child with the best possible school environment. Parents are encouraged to participate in the success of their child and the entire school program. With the success of their own child, these parents will speak in a positive way to others and the reputation of Freedom will grow into one that is respected in our community.

Opportunities for Parental Involvement (School Year 2018-19)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

Freedom High School has an open door policy for parental involvement. Parents are required to be present at the intake process during registration. Parents and community members are invited to attend all site council meetings which are held regularly throughout the school year. Freedom will also be transitioning from Targeted Assistance to a Schoolwide Program and that the school will be doing a needs assessment to determine how Title 1 resources will be utilized. Resources/programs are available for ELL students, in addition, there is a district ELL liaison. Parents also participate in the Parent Survey sent out annually. Parents and students help develop and give input regarding goals for the district LCAP. Additionally, parents and community members are invited to participate in social functions such as holiday dinners and open house barbecues. Parent letters and all call messages through our School Messenger system are utilized as well. To learn more about opportunities for parents to get involved at our school please call Mr. Calkins at 530-243-1880.

School Safety Plan (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Shasta Union High School District has published an emergency procedures reference guide that has been posted in all rooms at Freedom. All instructors have been briefed on emergency procedures. The campus has a full time security guard who is constantly vigilant to maintain safety.

School Facility Conditions and Planned Improvements (School Year 2018-19)

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, Please review and complete the information below as needed.

Year and month of the most recent FIT report: 07-20-17

This section should be kept to 1-2 paragraphs.

The Freedom High School Campus is located on 590 Mary Street. Building 5 serves as the main office. Building

7 serves as a lunch room and a student store and also contains the student restrooms. Building 10, 20 and 30 serve as a classrooms for 31 students.

School Facility Good Repair Status (School Year 2018-19)

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent):

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
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			Railings and ramps were painted to match the trim of the main buildings. Planter boxes were added to enhance the overall appearance of the facility.

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	3	2	2	
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	1	
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	3	2	3	

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners '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 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.			
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.			

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

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.6	♦
Library Media Teacher (Librarian)	0	♦
Library Media Services Staff (paraprofessional)	0	♦
Psychologist	.4	♦
Social Worker	0	♦
Nurse	.2	♦
Speech/Language/Hearing Specialist	0	♦
Resource Specialist (non-teaching)	.2	♦
Other	0	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2018-19)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: 8-15-18

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	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 © 2010 English II: Pearson Literature for California Grade 10 © 2010 English III: Pearson Grade 11 Custom Literature © 2012 English IV: Prentice Hall Literature: Timeless Voices, Timeless Themes: The British Tradition © 2002; CSU Expository Reading & Writing Course © 2012	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Algebra 1: Holt Algebra 1 California Edition (Holt-McDougal) © 2007 Geometry: Geometry: Concepts & Skills (Holt-McDougal) © 2005 CP Geometry: Holt California Geometry (Holt-McDougal) © 2008 Algebra 2: Holt California Algebra 2 (Holt-McDougal) © 2008 Trigonometry/Precalculus: Precalculus: Graphical, Numerical, Algebraic (Prentice Hall) © 2007 Statistics: Stats in Your World (Pearson) © 2012	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	Intro to Social Science: Sociology – The Study of Human Relationships (Holt, Rinehart & Winston) © 2005 Personal Growth: Lifetime Health (Houghton-Mifflin) © 2009 World History: World History: Modern World (Prentice Hall) © 2007 U.S. History: The Americans: Reconstruction to the 21st Century (McDougal Littell) © 2006 Economics: Economics: Principles and Practices (Glencoe/McGraw-Hill) © 2008 American Government: Magruder’s American Government (Prentice Hall) © 2009	Yes	0%

Core Curriculum Area	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) French: Bien Dit! (Holt-McDougal) © 2008 American Sign Language: A Basic Course in ASL (TJ Publishers/Harris Communication) © 1994; Signing Naturally (DawnSign Press); Bravo ASL! (DawnSign Press) Chinese: Integrated Chinese (Cheng & Tsuzi Co.)	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 schools only)	♦	♦	0%

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

The fields that are highlighted yellow are populated for you with data provided by CDE.

Percent differences, highlighted light-blue, are calculated by this form.

The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 16-17.

The most recent data available from CDE is for fiscal year 2016-17. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	18739	13645	5094	77326
District	♦	♦	6591	\$73,015
Percent Difference: School Site and District	♦	♦	-22.7	11.1
State	♦	♦	\$7,125	\$85,815
Percent Difference: School Site and State	♦	♦	-51.3	-2.2

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2017-18)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school’s federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

Students attend school for six hours per day and have access to individual counseling three days per week. Special Education services are provided as needed by the Shasta Union High School District Special Education Department Faculty. A campus security guard and a school resource officer supplied by the Redding Police Department are assigned to the campus.

Professional Development (2016-17, 2017-18 and 2018-19)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2016-17, 2017-18 and 2018-19. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The Principal has attended AB 75 (AB 430) Principal Training and attends the Association of California School Administrators annual conference each year. The entire school staff attends Shasta Union High School District sponsored staff development events and workshops. The faculty is currently PRO-Act certified and participates in weekly staff development days.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2017-18)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Due to the nature of the community day school CTE programs are not offered at school.

Career Technical Education Participation (School Year 2017-18)

Please review and complete the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 17-18, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	n/a
% of pupils completing a CTE program and earning a high school diploma The unduplicated count of pupils that completed one or more CTE programs and graduated ÷ the total number of pupils (grades nine through 12) that completed a CTE program	n/a
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	n/a