

## 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	
<b>School Name</b>	North State Independence High School
<b>Street</b>	2200 Eureka Way, Suite B
<b>City, State, Zip</b>	Redding CA 96001
<b>Phone Number</b>	530-245-2760
<b>Principal</b>	Michael OLeary
<b>E-mail Address</b>	moleary@suhsd.net
<b>School Website</b>	<a href="http://www.suhsd.net/cms/page_view?d=x&amp;piid=&amp;vpid=1485420428881">http://www.suhsd.net/cms/page_view?d=x&amp;piid=&amp;vpid=1485420428881</a>
<b>CDS Code</b>	4570136-4530309

### 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, CA
Phone Number	530-241-3261
Superintendent	Jim Cloney
Web Site	<a href="http://www.suhsd.net">http://www.suhsd.net</a>
E-mail Address	<a href="mailto:jcloney@suhsd.net">jcloney@suhsd.net</a>

### 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.

---

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.

### 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.

---

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.

### 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.

---

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..

### **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: 07-19-17**

This section should be kept to 1-2 paragraphs.

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 (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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
<b>Overall Rating</b>		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
<b>With Full Credential</b>	6	5	6	
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	1	0	
<b>Teaching Outside Subject Area of Competence</b> 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).	0	0	0	

## 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
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.			
<b>Total Teacher Misassignments</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.			
<b>Vacant Teacher Positions</b> '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.

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	0	0
<b>Counselor (Social/Behavioral or Career Development)</b>	0	♦
<b>Library Media Teacher (Librarian)</b>	0	♦
<b>Library Media Services Staff (paraprofessional)</b>	0.4	♦
<b>Psychologist</b>	0	♦
<b>Social Worker</b>	0	♦
<b>Nurse</b>	0	♦
<b>Speech/Language/Hearing Specialist</b>	0	♦
<b>Resource Specialist (non-teaching)</b>	0.6	♦
<b>Other</b>	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:** Jan 2017

This section should be kept to 1-2 paragraphs.

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

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; 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%



Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Foreign Language</b>	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%
<b>Health</b>	Lifetime Health (Houghton-Mifflin) © 2009	Yes	0%
<b>Visual and Performing Arts</b>	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%
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>	♦	♦	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	6862	508	6354	74168
District	♦	♦	6591	\$73,015
Percent Difference: School Site and District	♦	♦	-3.6	6.6
State	♦	♦	\$7,125	\$85,815
Percent Difference: School Site and State	♦	♦	-39.2	-6.2

♦ 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.

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.

### **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.)?

---

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.

## 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.

---

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)

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
<b>Number of pupils participating in CTE</b>	N/A
<b>% of pupils completing a CTE program and earning a high school diploma</b> 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
<b>% of CTE courses sequenced/articulated between the school/institutions of postsecondary education</b> The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	N/A