

North State Independence 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
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
Email Address	tcalkins@suhsd.net
Website	http://www.northstateihs.net/
County-District-School (CDS) Code	4570136-4530309

Entity	Contact Information
District Name	Shasta Union High School District
Phone Number	530-241-3261
Superintendent	Jim Cloney
Email Address	jcloney@suhsd.net
Website	http://www.suhsd.net

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

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.

North State Independence High School (NSIHS) is a school within the Shasta Union High School District. It is a Western Association of Schools and Colleges (WASC) accredited independent study school that focuses on personalized learning. NSIHS offers flexible scheduling while maintaining a high level of academic rigor. It also offers concurrent enrollment in District schools including: Enterprise, Foothill and Shasta High Schools and their respective Career & Technical Education courses (CTE). It also promotes concurrent enrollment at Shasta College, and on-line courses provided by Edgenuity.

The NSIHS Academic Counselor designs an Individualized Graduation Plan for each student. NSIHS students, in addition to meeting at least twice a week with their primary instructor, are also required to attend tutorial classes in mathematics. A senior Family and Consumer Science class (FACS) is offered along with Medical Independent Study, a program for students with health needs that prevent them from regular school attendance and a Cal-SAFE Program for pregnant and parenting students.

There are 4 buildings that comprise the NSIHS Campus:

1. Administration and the main office.
2. Core academic instructors.
3. Education Specialist (Special Education) and Medical Independent study instructor.
4. Facilitator of the Cal-SAFE Program.

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

Grade Level	Number of Students
Grade 9	4
Grade 10	17
Grade 11	36
Grade 12	53
Total Enrollment	110

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	4.5
Asian	0.9
Hispanic or Latino	13.6
Native Hawaiian or Pacific Islander	0.9
White	74.5
Two or More Races	5.5
Socioeconomically Disadvantaged	60
English Learners	0.9
Students with Disabilities	8.2
Foster Youth	1.8
Homeless	8.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	5	6	6	
Without Full Credential	1	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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%
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 4 buildings that comprise the NSIHS Campus:

1. Administration and the main office.
2. Core academic instructors.
3. Education Specialist (Special Education) and Medical Independent study instructor.
4. Facilitator of the Cal-SAFE Program.

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 the 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

Year and month of the most recent FIT report: 07/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Water stains and ceiling tile damage.
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 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 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)	15	34	63	63	50	50
Mathematics (grades 3-8 and 11)	6	5	46	47	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	44	44	100.00	0.00	34.09
Male	--	--	--	--	--
Female	35	35	100.00	0.00	37.14
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	33	33	100.00	0.00	36.36
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	25	25	100.00	0.00	16.00
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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
All Students	45	42	93.33	6.67	4.76
Male	--	--	--	--	--
Female	36	33	91.67	8.33	6.06
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	34	32	94.12	5.88	6.25
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	26	24	92.31	7.69	8.33
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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)

The Shasta Union High School District offers CTE Career Pathways in the following Industry Sectors that are all aligned to the Model Curriculum Standards:

- Agriculture and Natural Resources
- Building and Construction Trades
- Business and Finance
- Education, Child Development, and Family Services
- Engineering and Architecture
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technologies
- Manufacturing and Product Development
- Public Services

Many 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 also A-G approved. The district promotes, supports, and provides services that ensure all students have full and equitable participation in all CTE programs and courses. Support services are available for students with special needs. These services may include: guidance and counseling; assessment; transitional services; and modifications to and reasonable accommodations for curriculum, equipment, and facilities. These services are provided to ensure special needs students are recruited, enrolled, supported and successfully complete CTE courses and programs.

Program sequences are offered in 25 Career Pathways that lead to post-secondary educational opportunities, industry certifications, and employment placements:

INDUSTRY SECTOR: AGRICULTURE and NATURAL RESOURCES

- CAREER PATHWAY: PLANT and SOIL SCIENCE Integrated AG Biology Plant & Soil Science
- CAREER PATHWAY: ANIMAL SCIENCE Ag. Physical Science Animal Science
- CAREER PATHWAY: AGRICULTURAL MECHANICS AG Mechanics 1 AG Mechanics 2 AG Mechanics 3-4

INDUSTRY SECTOR: BUILDING and CONSTRUCTION TRADES

- CAREER PATHWAY: RESIDENTIAL and COMMERCIAL CONSTRUCTION Construction Technology Careers
- CAREER PATHWAY: CABINETS, MILLWORK, and WOODWORKING Intro to Const. Int. Construction The Art of Fine Woodworking

INDUSTRY SECTOR: BUSINESS and FINANCE

- CAREER PATHWAY: BUSINESS MANAGEMENT Computer Literacy Introduction to Business

INDUSTRY SECTOR: EDUCATION, CHILD DEVELOPMENT, and FAMILY SERVICES

- CAREER PATHWAY: EDUCATION Early Childhood Education Careers

INDUSTRY SECTOR: ENGINEERING and ARCHITECTURE

- CAREER PATHWAY: ARCHITECTURAL DESIGN Computer Aided Drafting Computer Aided Drafting 2-3
- CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering Robotics Applications
- CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering Space Science and Engineering
- CAREER PATHWAY: ENGINEERING TECHNOLOGY Robotics Eng. Tech. Space Science and Engineering
- CAREER PATHWAY: ENGINEERING DESIGN Exploring Engineering Computer Aided Drafting

INDUSTRY SECTOR: HEALTH SCIENCE and MEDICAL TECHNOLOGY

- CAREER PATHWAY: PATIENT CARE Intro. to Medical Careers Medical Clinical
- CAREER PATHWAY: PATIENT CARE Medical Careers Medical Clinical
- CAREER PATHWAY: PATIENT CARE Dental Careers
- CAREER PATHWAY: PATIENT CARE Sports Medicine

INDUSTRY SECTOR: HOSPITALITY, TOURISM, and RECREATION

- CAREER PATHWAY: FOOD SERVICE and HOSPITALITY Culinary Arts Advanced Culinary Arts
- CAREER PATHWAY: FOOD SERVICE and HOSPITALITY Chef Prep

INDUSTRY SECTOR: INFORMATION and COMMUNICATION TECHNOLOGIES

- CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT Computer Literacy Computer Science Principles
- CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT Computer Literacy PC Graphics and Design

INDUSTRY SECTOR: MANUFACTURING and PRODUCT DEVELOPMENT

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

INDUSTRY SECTOR: PUBLIC SERVICES

- CAREER PATHWAY: EMERGENCY RESPONSE Fire Technology
- CAREER PATHWAY: PUBLIC SAFETY Administration of Justice

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

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	

Measure	CTE Program Participation
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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	93.69
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	9.68

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
5			

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)

North State Independence High School (NSIHS) is an independent study high school in which the students spend the majority of their time at home working individually on assignments. Parents are encouraged to be active participants in their student’s education at NSIHS. The primary opportunity to become involved with their student’s education is at home helping and encouraging their student to complete his or her weekly assignments. Parents must meet with their students’ teacher at least two times per year to complete a master agreement and to discuss and determine upcoming courses.

Parent involvement opportunities:

- Student success meetings
- Back to school night
- Open house
- Aeries Parent Portal
- Free Application for Federal Student Aid (FAFSA) informational meetings
- Principal's Newsletter
- School Messenger
- Graduation Plan updates
- Teacher-parent contact
- School Website

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	24.5	10.7	17.2	2.7	3.6	4.4	9.7	9.1	9.6
Graduation Rate	71.7	53.6	50	94.9	90.2	89.4	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
Suspensions	0.0	0.0	0.0	5.2	5.1	5.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.1	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	4	37			6	22			6	22		
Mathematics	6	22			5	18			4	19		
Science	4	19			4	15			4	14		
Social Science	5	41			7	26			6	27		

*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
Academic Counselors*	.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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	6862	508	6354	74168
District	N/A	N/A	6591	\$74,504.00
Percent Difference - School Site and District	N/A	N/A	-3.7	1.6
State	N/A	N/A	\$7,506.64	\$88,538.00
Percent Difference - School Site and State	N/A	N/A	-11.4	-14.6

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)

North State is in the process of transitioning from a Targeted Assistance Program to a School wide Program for the 2019 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 are provided by an outside agency.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,364	\$52,466
Mid-Range Teacher Salary	\$69,959	\$87,373
Highest Teacher Salary	\$92,280	\$109,803
Average Principal Salary (Elementary)	\$0	\$
Average Principal Salary (Middle)	\$0	\$142,025
Average Principal Salary (High)	\$131,656	\$153,904
Superintendent Salary	\$166,697	\$241,221
Percent of Budget for Teacher Salaries	31%	33%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5%	5%

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		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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	36	36	36

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.