

Shasta County Independent Study Charter School School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Shasta County Independent Study Charter School
Street	11555 Old Oregon Trail
City, State, Zip	Redding, CA 96003
Phone Number	530-225-0163
Principal	Mary Lord, Director
E-mail Address	mlord@shastacoe.org
Web Site	www.shastacoe.org
CDS Code	45104540132647

District Contact Information	
District Name	Shasta County Office of Education
Phone Number	(530) 225-0200
Superintendent	Judy Flores
E-mail Address	jflores@shastacoe.org
Web Site	www.shastacoe.org

School Description and Mission Statement (School Year 2017-18)

The Shasta County Independent Study Charter School serves students who seek an educational alternative to a traditional seat-time based education. The school uses the instructional strategy of independent study to meet the educational needs, interests, aptitudes, and abilities of students in grades seven through twelve. Currently, there are five full-time teachers working with approximately 145 students. Students meet with their teacher for one-hour per week at either of two locations in Shasta County. The school's curricula are standards-based and courses are considered equivalent in quality to classroom instruction. The school's mission statement is, "To develop educated, socially responsible citizens."

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	1
Grade 9	11
Grade 10	17
Grade 11	40
Grade 12	46
Total Enrollment	115

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	7.8
Asian	2.6
Filipino	0
Hispanic or Latino	19.1
Native Hawaiian or Pacific Islander	0.9
White	63.5
Two or More Races	4.3
Socioeconomically Disadvantaged	66.1
English Learners	0.9
Students with Disabilities	2.6
Foster Youth	1.7

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	4	4.4	3.2	15.2
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Character Based Literacy, 2011	Yes	0%
Mathematics	Carnegie Integrated Math, 2012 McDougal-Little (Algebra 1) 2007	Yes	0%
Science	Prentice Hall, 2007	Yes	0%
History-Social Science	Economics: Prentice-Hall, 2007 World History: Prentice-Hall, 2007 U.S. Government: Glenco/McGraw, 2008	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The school buildings and grounds are cleaned daily and maintained in good condition.

The Shasta County Office of Education uses the State of California Facility Inspection Tool to evaluate the school's facility conditions. This table displays the results of the most recently completed inspection to determine the school facility's good repair status.

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: December 2017				
System Inspected	Repair Status			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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Ramp to portable building was recoated with non-slip coating in 2017

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	30	67	36	43	48	48
Mathematics (grades 3-8 and 11)	3	0	31	37	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	3	5.45	66.67
Female	30	3	10	66.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
White	38	3	7.89	66.67
Socioeconomically Disadvantaged	36	2	5.56	100
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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	6	10.91	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	38	3	7.89	0
Socioeconomically Disadvantaged	36	5	13.89	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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)		25		52		54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

CTE courses were offered to 11th and 12th grade students through a partnership with the Shasta-Trinity Regional Occupations Program. Career Exploration was an offered elective to all students and Career Choices curriculum was implemented with 9th and 10th grade students. Career and college readiness events were made available to the entire school as well as targeted grades and demographics including two college visits, various guest speakers, skill building courses, and employment fairs.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	19
% of pupils completing a CTE program and earning a high school diploma	2
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40%

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	91.38
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents meet with teachers upon student enrollment. Some parents accompany their student during their weekly instructional periods, while others chose to work with their students independently at home. Information about the Shasta County Office of Education programs and parent rights are distributed to parents on a yearly basis. Additionally, parents participate on the combined School Site Council and are involved in the development of school goals, strategies for improvement and action steps for Single Plan for Student Achievement.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate			32.2			50	11.5	10.7	9.7
Graduation Rate			42.37			32.65	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	60.71	56.52	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	0	80.17
Asian	0	0	94.42
Filipino	0	0	93.76
Hispanic or Latino	60	72.73	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	65.12	53.85	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	63.64	52.27	85.45
English Learners	0	0	55.44
Students with Disabilities	0	60	63.9
Foster Youth	100	100	68.19

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions		0.0	0.0	9.6	3.8	2.1	3.8	3.7	3.6
Expulsions		0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Shasta County Independent Study Charter School operates and serves students in two locations. The classroom on the campus of Shasta College is included within the Safety Plan for the college and the classroom at the Shasta County Office is included within the Safety Plan for the county office. These plans are reviewed annually and are presented to the Board of Education. Major components of each plan include prevention, intervention, and mitigation and follow-up activities.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	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				3	33			5	18			
Mathematics				2	14			9	6			
Science				3	16			3	12			
Social Science				4	29			3	35			

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 2016-17)

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	N/A
Psychologist	.67	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	.33	N/A
Resource Specialist	.20	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8578	492	8086	75277
District	N/A	N/A	14570	63401
Percent Difference: School Site and District	N/A	N/A	-44.5	18.7
State	N/A	N/A	10795	77179
Percent Difference: School Site and State	N/A	N/A	-25.1	-2.5

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

Types of Services Funded (Fiscal Year 2016-17)

Shasta County Office of Education utilizes categorical funding to provide a variety of support for students. Support included provision of supplemental books and supplies. Para-educators are provided to reduce the student to staff ration for increased personal relationship development. Instructional content coaches provide professional development. Supplemental online applications and interventions are supported through categorical funding along with counseling groups.

Professional Development (Most Recent Three Years)

Juvenile court and community school staff in addition to independent study teachers have many professional development opportunities throughout the school year. Staff participated in over 36 hours of weekly collaboration focused upon lesson study and classroom observations. Many staff is involved in supplemental grant opportunities such as Expository Reading and Writing (ERWC) and Google classroom. Staff has attended trainings on Common Core State Standards (CCS) and strategies for engaging students. For 2015-16, staff has been actively involved in the LEA's new STEP teacher evaluation process, and they attended an all day professional development on "Applying the Neurosequential Model in a School Setting" by Dr. Bruce Perry. Monday collaborations have continued this year with a focus on ACHIEVE3000, formative and summative testing and common core aligned mathematics.