

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	Enterprise High School
Street	3411 Churn Creek Rd.
City, State, Zip	Redding, CA 96002
Phone Number	(530) 222-6601
Principal	Ryan Johnson
E-mail Address	ryjohnson@suhds.net
School Website	http://www.enterprisehornets.com/
CDS Code	45701364532750

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, Ste. B
City, State, Zip	Redding, CA 96001
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.

Enterprise High School has been in existence since 1954, and we pride ourselves on a tradition of strong academics complemented by music and athletic programs that are equaled by none. Enterprise High School is a proud member of the Shasta Union High School District in beautiful Shasta County. Parents, students, teachers, and community members have worked together to create a school that challenges students with a rigorous and relevant education marked by a real sense of community. We completed our most recent WASC self-study and achieved accreditation in 2018. We have been implementing our Student Learner Outcomes and WASC action plan that further defines the focus of the school, continually improving a rigorous and relevant curriculum, while providing an encouraging environment for both staff and students.

The Mission of Enterprise High School is prepare students for the fast-evolving 21st Century. Our foundational belief of “We Not Me” reflects our commitment to producing students with accountability, responsibility, and integrity. Our academic program has focused on providing our students with essential transferable academic and cognitive skills that will help them in their learning for life. These include a focus on critical thinking, communication, innovation, technology and literacy development.

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.

To all Parents/ Guardians : To learn about opportunities to to get involved at EHS please call Kerri Forrister at 222-6601 ext 12502.

Some of these opportunities for you to get involved at EHS are listed below:

Enterprise Music Boosters

Contact Music Boosters President at (530) 222-6601

Boosters sponsor concerts, chaperone trips, provide transportation, and organize all events and support all music activities. All music booster parents are called upon at some point to help their child in music throughout the year. Boosters support 13 musical groups that travel throughout the entire year.

Sober Grad Organization

Contact Sober Grad Chair at (530) 222-6601

Graduation will soon be here! Parents are needed to help with the SOBER GRAD activities immediately after graduation. Your participation is vital in planning for a party that your senior will long remember! Volunteers are needed to help with such committees as food, prizes, decorations, and fundraising. While the SOBER GRAD party is primarily attended by each graduating class, parents from all classes are encouraged to help plan and chaperone the end of the year activity. Early planning insures that each year's party is well attended and provides students with a welcoming and safe graduation party.

Enterprise Sports Boosters

Contact Sports Booster President at (530) 222-6601

As most of you know, the Athletic Boosters Club raises virtually all of the money to pay for uniforms, equipment and other sports items that make our high school sports programs possible. The Enterprise High School Athletic Boosters Club encourages all parents of student-athletes to join the EHS Athletic Boosters Club and be an active member in helping support our school's sports programs.

Enterprise Parent Club Organization

Contact Parent Club President at (530) 222-6601

The Enterprise High School Parent Organization raises money used to grant annual college scholarships to qualified EHS graduates. The organization plays vital roles for the athletic programs by providing volunteer parents to collect money at all school athletic events and for the students by assisting in the EHS student recognition programs.

School Site Council (530) 222-6601

Our school site council meets monthly. Parents are involved in reviewing and approving our Single Plan of Student Achievement, School Safety Plan, and Local Control Accountability Plan (LCAP).

[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.

Enterprise High School updates its Safety Plan regularly with recommendations from the school's safety committee. The safety committee consists of administration, faculty, counseling, security, maintenance, classified staff, students, parents, and the School Resource Officer. This committee meets every month to update, review, and develop health and safety procedures for our school. We also participate on the District Safety Committee that meets quarterly to ensure compliance and coordinated safety measures. Plan was reviewed and updated on January 24, 2017. Review with faculty is ongoing.

Computerized card locks have been added to several doors on campus, as well as a new bike lane to assist bicyclists and skateboarders safely get to the bike and skateboard racks. Two-way radios are utilized

throughout the day and in case of emergency procedures and game management. Additional radios were purchased recently for "wing supervisor" teacher leaders in case of emergencies as well. A nighttime weekend security officer has been hired to prevent vandalism and break-ins.

Emergency drills (imminent danger and fire) are routinely practiced and reviewed in accordance with state law. Window tint for floor level classrooms has been installed for added security. Additional cameras and memory continue to be added to our already comprehensive video surveillance system. A full time Security Guard and a Campus Resource Officer from the Redding Police Department are assigned to our campus. The EHS staff are undergoing ALICE training and we are shifting our focus on how to handle imminent danger and intruders on campus. This training will be comprehensive and we will begin running our drills based on this new philosophy starting in the 2018-19 school year.

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.

The maintenance and custodial team ensures that the facilities on campus are well maintained and maintenance programs are scheduled and adhered to by the district and school site. Enterprise High School just completed a new 6,000 square foot maintenance facility. This facility replaces two dilapidated Quonset hut style facilities that were over 50 years old and inadequate (684 square feet each). This addition will allow our maintenance and custodial department to properly store, secure, access, and use the equipment, tools, machines, and chemicals used on a daily basis. A new secondary athletic team room and storage facility has just been completed in our community stadium. A 240 square foot softball storage facility and concession stand has been completed. Our swimming pool was just completely redone with a new deck, gunite, water filter system, and state of the art timing system. In the recent local election, the Measure I school bond passed, giving the district much-needed funds for facility improvement over the next several years.

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			Boilers coming to end of life scheduling replacement
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Oriental cockroach has been issue/ IPM and housekeeping used to address issue
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			some existing bubblers upgraded to cooled with bottle fill
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		some fencing repair and replacement needed, some existing single pain windows still exist

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	59	58		
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	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).	2	2		

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.	0	0	
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.	0	0	
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.	1	1	

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	5	238
Counselor (Social/Behavioral or Career Development)	0	♦
Library Media Teacher (Librarian)	1	♦
Library Media Services Staff (paraprofessional)	0	♦
Psychologist	1	♦
Social Worker	0	♦
Nurse	1	♦
Speech/Language/Hearing Specialist	1	♦
Resource Specialist (non-teaching)	0	♦
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: January 2018

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; 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
Mathematics	Math 1: Core Connections Integrated I (CPM); 2014 Math 2: Core Connections Integrated II (CPM); 2015 Math 3: Core Connections Integrated III (CPM); 2015 Math 3 Honors, Trigonometry/Precalculus: Precalculus: Graphical, Numerical, Algebraic (Prentice Hall); 2016 CP Statistics: Stats in Your World (Pearson) ;2012 AP Statistics: Stats Modeling the World; 2016 AP Calculus: Calculus Graphical, Numerical, Algebraic; 2016	Yes	0%
Science	Physical/Earth Science: Holt California Earth Science (Holt-McDougal) © 2007 Biology: Holt Biology, California Edition (Holt, Rinehart & Winston) © 2006 Chemistry: Holt Modern Chemistry (Holt, Rinehart & Winston) © 2002 CA Chemistry: Matter & Change (Glencoe/McGraw-Hill) © 2007 Physics: Holt Physics (Holt, Rinehart & Winston) © 2006	Yes	0%
History-Social Science	Personal Growth: Career Choices (Academic Innovations); 2011 Positive Prevention Plus (Positive Prevention Plus) 2016 Geography: World Geography and Cultures (Glencoe/McGraw-Hill);2012 World History: Patterns of Interaction (Holt-McDougal/Littell); 2012 U.S. History: The Americans: Reconstruction to the 21st Century (McDougal Littell); 2012 Economics: Economics: Principles and Practices (Glencoe/McGraw-Hill); 2010 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); 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 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	8548	2106	6442	70850
District	♦	♦	6591	\$73,015
Percent Difference: School Site and District	♦	♦	-2.3	1.8
State	♦	♦	\$7,125	\$85,815
Percent Difference: School Site and State	♦	♦	-38.4	-10.4

♦ 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.

Enterprise High School runs several programs and provides services through a variety of funding options. Title I funds provide for counseling services, Math and English student Intervention/Support lab classes. EHS will be moving to a status of "school-wide access" from "targeted assistance" under Title I for the 2018-19 school year. A "needs assessment" will be conducted during the Fall of 2018 primarily through the School Site Council in order to specify how Title I funding and resources will be allocated. Access Support labs are also provided for students during the school day for general academic support. Additional specific funding provides for an extensive Advanced Placement and Honors Program. English Language Learners have the opportunity to work

closely with an instructor on language acquisition in a separate ELD lab class. Additionally for ELL students, there is a site and district ELL liaison to ensure ELD program fidelity and coordination. We offer during and after school peer tutoring for students who need additional academic support, Anytime school and credit recovery classes during the school day exist for students that are credit deficient. Adult education classes are also offered for seniors if needed.

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.)?

2017-18 is the fifth school year that we have implemented the Common Core State Standards (CCSS). Our district/school has dedicated 20 Wednesdays of the school for our teaching staff to engage in professional development strategies and ideas to serve our students. These days are focused on assessment, instructional strategies, curriculum development, student support/intervention days, and culture building activities. We use a PLC-style format to facilitate teacher collaboration.

Our administrative team and department chairs continually review and develop our instructional program based on the content standards. This group is known as our "Leadership Team" and meets monthly to coordinate site-based PD and how the minimum day staff time will be utilized. Specifically, we look at data regarding - tests, grades, attendance, behavior, and other trends with our student body. More specifically, we utilize our new reading assessment data (NWEA), CAASPP scores, and local benchmark data to drive our PD focus related to implementation of our newly created Student Learner Outcomes (SLOs) focused on critical thinking, communication, innovation, technology and literacy school-wide. We have also discussed instructional literacy strategies, grading policies, and short and long-term instructional planning.

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.

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. Represented industry sectors include: 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 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.

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
Number of pupils participating in CTE	963
% 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	21.4%
% 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	33%