

Inderkum High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education *Published during the 2018-19 School Year

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/fq/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

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Natomas Unified
Phone Number	(916) 567-5400
Superintendent	Chris Evans
E-mail Address	cevans@natomasunified.org
Web Site	http://natomasunified.org

School Contact Information (School Year 2018—19)	
School Name	Inderkum High
Street	2500 New Market Dr.
City, State, Zip	Sacramento, Ca, 95835-2238
Phone Number	916-567-5640
Principal	Daniel Motherspaw, Principal
E-mail Address	dmotherspaw@natomasunified.org
Web Site	http://natomasunified.org/ihs/
County-District-School (CDS) Code	34752830102236

Last updated: 11/30/2018

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

Inderkum High School is a recognized IB World School, for both its Diploma Programme and its Middle Years Programme, in partnership with Natomas Middle School. Inderkum High School is also proud to provide our unique California Early College Academy to students, using the AVID program to help students meet college readiness requirements. Additionally, Inderkum High school offers a Broadcast Media CTE pathway, as well as Bike Tech CTE courses, and is in the planning stage for a Public Safety CTE pathway in the coming year.

Inderkum High School is committed to working collaboratively with all stakeholders in order to provide a high quality instructional program focused on academic excellence, career planning and positive social involvement.

The mission of Inderkum High School is to promote a rigorous academic setting committed to producing students who read carefully, think critically, and work together to improve the local and global community.

As a result, Inderkum High school will produce graduates who are:

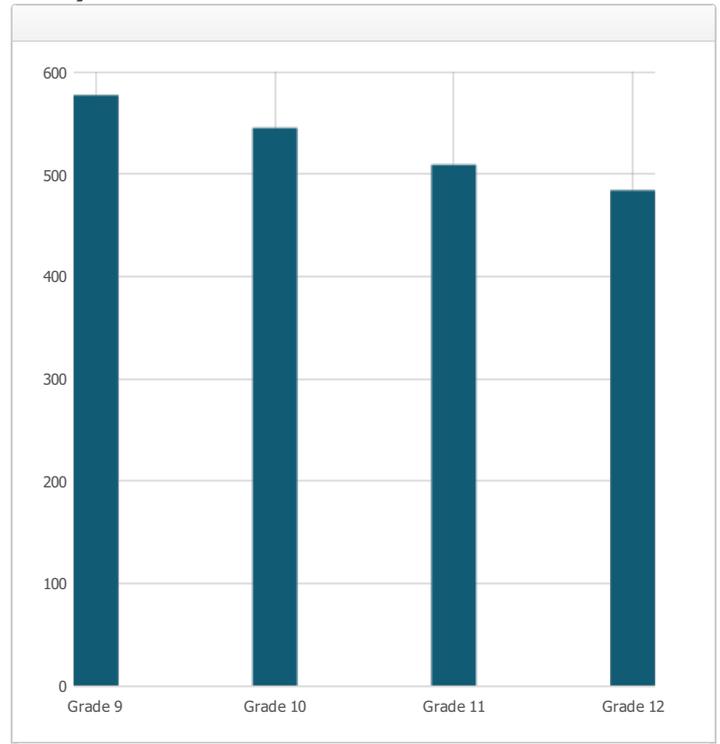
- Proficient in core academics.
- Collaborative workers.
- Critical, reflective thinkers.
- Effective citizens.

Each day, we work to ensure that "All students graduate as college and career ready, productive, responsible, and engaged global citizens."

Last updated: 1/30/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	577
Grade 10	545
Grade 11	509
Grade 12	484
Total Enrollment	2115



Last updated: 12/6/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	23.2 %
American Indian or Alaska Native	0.5 %
Asian	18.1 %
Filipino	7.4 %
Hispanic or Latino	25.4 %
Native Hawaiian or Pacific Islander	2.9 %
White	15.3 %
Two or More Races	6.8 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	50.0 %
English Learners	6.2 %
Students with Disabilities	9.0 %
Foster Youth	0.4 %

A. Conditions of Learning

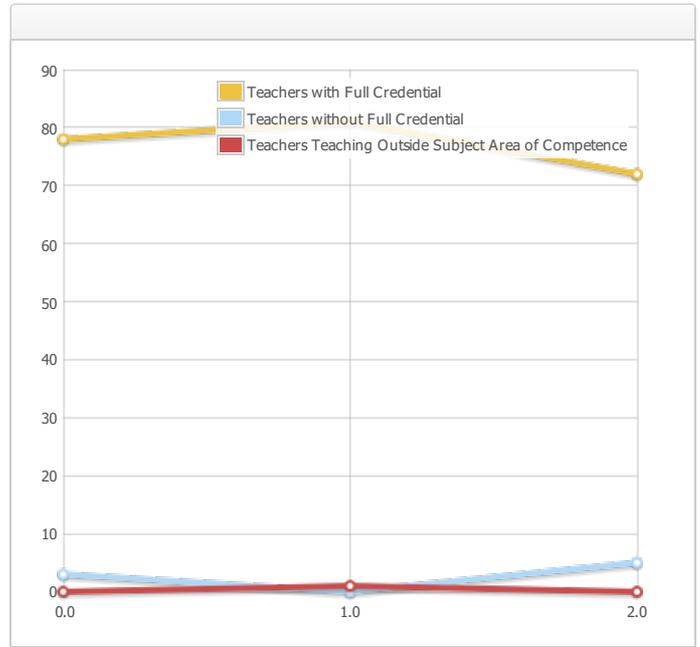
State Priority: Basic

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

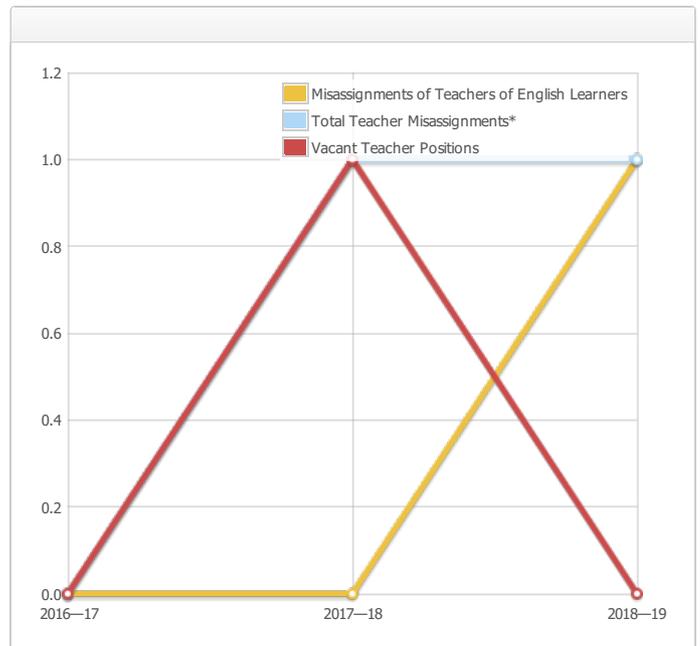
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	78	81	72	512
Without Full Credential	3	0	5	28
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0



Last updated: 12/27/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	1	1
Vacant Teacher Positions	0	1	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.

Last updated: 12/27/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Natomas Unified held a public hearing on September 26, 2018 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Science Lab equipment sufficient per NUSD Board resolution 9/28/18.

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync - McGraw Hill / 2016 Expository Reading and Writing - CSU Press / 2015	Yes	0.0 %
Mathematics	Algebra 1 - Prentice Hall / 2002 Algebra 2 - Prentice Hall / 2004 Geometry - Prentice Hall / 2004 PreCalculus - Harcourt Brace / 2005 Calculus - Cengage Learning / 2017 Integrated I, II & III - Houghton Mifflin / 2015	Yes	0.0 %
Science	Biology - McDougal Littell / 2007 Campbell Biology - Pearson / 2016 Earth Science - Holt, Rinehart & Winston / 2007 World of Chemistry - McDougal Littell / 2007 Life Science - Prentice Hall / 2001 Hole's Essentials of Anatomy & Physiology - Glencoe / 2007 Chemistry in the Community - W.H. Freeman / 2014 Conceptual Physics - Prentice Hall / 2014	Yes	0.0 %
History-Social Science	US Government Democracy in Action - Glencoe McGraw Hill / 2007 American Government: Institution & Policies - Houghton Mifflin / 2013 Concepts & Choices - McDougal Littell / 2007 McConnell Economics - McGraw Hill / 2016 Introduction to Psychology - Brooks Cole / 1997 The American Reconstruction to the 21st Century- McDougal Littell / 2005 Liberty, Equality, Power: A History of the American People - Thomson Wadsworth / 2018 Geography Alive! - TCI / 2006 The Culural Landscape - Pearson / 2016 Modern World History - McDougal Littell / 2001	Yes	0.0 %
Foreign Language	Expresate 1, 2, & 3 - Holt, Rinehart, & Winston / 2008 Imagina: Espanol Sin Barreras - Vista Highler Learning / 2008 Nuevas Vistas - Holt, Rinehart, & Winston / 2008 Discovering French - McDougal Littell / 2008 Une Fois Pour Toutes - Longman / 1992 Imaginez: Le Francais Sans Frontieres - Vista Higher Learning / 2008 Ni Hao - Cheng & Tsui / 2015	Yes	0.0 %
Health	Glencoe Health & Human Sexuality - Glencoe McGraw Hill / 2003	Yes	0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/26/2018

School Facility Conditions and Planned Improvements

Inderkum High School was built in 2004. There are 66 classrooms, 1 Special Ed room, and 15 Admin/Library/Multipurpose buildings. The Inderkum High School campus provides an indoor space designed around a two-story glass atrium which serves as the core of the school. There are four academic wings that extend from each corner and house teacher workrooms; in addition there is a textbook room, a career center, a student store, a science prep room with storage, PE locker rooms, two snack bars, ten science labs, and four computer labs. Furthermore, the school facilities include a performing arts theater with two performing arts practice spaces, and two gymnasiums that extend from the core of the campus.

The atrium provides a centrally located common area that is utilized by the site and district, and outside agencies including American River College satellite campus and various community groups that promote opportunities for the North Natomas community. The campus also has a joint-use agreement with the North Natomas Branch of the Sacramento Public Library System that is situated adjacent to the southwest corner of our campus. This agreement provides daily access for all Inderkum students and staff to a twenty-three thousand square foot facility with over eighty thousand items, two computer labs, and a seventy-five person meeting room.

Sustainable design and condition were key elements in the design of the school. A geothermal well was built into the school's physical plant. Solar paneling and natural lighting was incorporated into most of the school's classrooms and open spaces.

3 full-time day custodians and 7 members of the night crew, are responsible for ensuring the day-to-day cleanliness is kept at a level conducive to a quality educational environment. A work order process is used to ensure efficient services with emergency repairs given the highest priority. Maintenance staff ensure that work orders are completed in a timely manner, and that schools remain in good standing. This includes monthly walkthroughs with site administration, and lead custodians identifying areas for improvement.

Some minor repairs were made to the artificial turf in the football stadium in Fall of 2017. All interior hallways and common areas were repainted in the summer of 2016. The Football stadium turf is being replaced as part of the Deferred Maintenance plan in summer of 2019.

A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

CLASSROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- Wastebaskets, paper shredder receptacles, and pencil sharpeners should be empty.
- Wastebasket liners should be clean and free of tears.
- Easily accessible tops of desks, shelves, and other furnishings should be dust-free.
- Doors, door frames, door glass, partition glass, and light switch plates should be free of handprints, dirt, and smudges.
- Window ledges should be reasonably free of dust and debris.
- Easily accessible carpet and/or floor areas should be free of dust, dirt, and debris.
- Difficult areas should be reasonably or somewhat free of dust and dirt.
- All carpet and/or floor areas should be free of dust, dirt, debris, gum, and stains.
- Air intake and exhaust vents or registers should be reasonably free of dust.
- No lights should be burned out.
- Lower, easily accessible windows should be reasonably free of dirt and spots.
- Window blinds should be reasonably dust-free.
- Wash whiteboard and bulletin boards.

OFFICE, CONFERENCE, AND STAFF ROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- Wastebaskets, paper shredder receptacles, and pencil sharpeners should be empty.
- Wastebasket liners should be clean and free of tears.
- Easily accessible tops of desks, shelves, and other furnishings should be dust-free.
- Difficult areas should be reasonably or somewhat dust-free.
- Telephones should be free of hand marks and oil.
- Reception or service countertops should be free of marks, handprints, and dust.

- Doors, door frames, door glass, partition glass, and light switch plates should be free of handprints, dirt, and smudges.
- Window ledges should be reasonably free of dust and debris.
- Easily accessible carpet and/or floor areas should be free of dust, dirt, and debris.
- Difficult areas should be reasonably or somewhat free of dust and dirt.
- All carpet and/or floor areas should be free of dust, dirt, debris, gum, and stains.
- Air intake and exhaust vents or registers should be reasonably free of dust.
- Magazines, books, and informational pamphlets in waiting areas should be arranged in a neat and orderly fashion.
- No lights should be burned out.
- All drinking fountains and sinks should be free of dirt, debris, calcium spots, or build-up. Fixtures should shine.
- Thresholds and entry areas should be free of dirt and dust.
- Conference tables should be free of marks and smudges. Tops should shine.
- High or difficult to dust areas should be reasonably or somewhat dust-free.
- Lower, easily accessible windows should be reasonably free of dirt and spots.
- Window blinds should be reasonably dust-free.
- Upholstered furniture should be free of dust and stains.

SHOP AND ART ROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- All pencil sharpeners should be empty.
- Wastebaskets and trash cans should be empty, and trash liners should be without tears and soil-free.
- The area around wastebaskets and trash cans should be free of dirt, grease, paint, and marks.
- Sinks, faucets, and easily accessible surrounding areas should be free of dirt, stains, grease, paint, and debris.
- Sinks and faucets should be reasonably shiny.
- Towel and soap dispensers should be reasonably full (at least enough supply for the next school day).
- Dispensers should be free of dirt, dust, prints, grease, paint, and marks.
- All easily accessible horizontal surfaces should be reasonably dust-free. It should be noted that shop equipment is maintained by students and teaching staff.
- All accessible floor areas should be free of dirt, dust, grease, paint, and debris, including the edges, corners, and areas around desks, chairs, and benches.
- All floor areas should be free of chewing gum.
- All floor areas should be free of spills and spots.
- Doors, door frames, light switch plates, cabinets, and the area around the pencil sharpeners should be free of dirt, prints, marks, grease, and paint.
- White boards should be free of chalk dust.
- Thresholds and entryways should be free of dirt, dust, and debris.
- All air intake and exhaust vents and registers should be reasonably free of dust.
- All lights should be working. There should be no flickering lights.
- If requested or scheduled, the chalkboard should be free of writing, chalk dust, and handprints.
- All lower, easily accessible window ledges should be free of dust, dirt, and dead insects.
- All lower, easily accessible windows should be reasonably clean.
- High or difficult to reach areas should be somewhat dust-free.

SIDEWALKS, WALKWAYS, RAMPS, STEPS, AND OTHER AREA CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- These areas should be free of trash and debris.

- These areas should be reasonably free of gum.
- These areas should be reasonably free of stains and spills.
- The edges and corners of buildings and raised walkways should be reasonably free of dirt, sand, dead grass, and debris.
- The areas under open ramps should be somewhat free of debris.
- Easily accessible areas under ramps should be free of paper and trash.
- Areas adjacent to closed ramps should be free of trash, dirt, and debris.
- Steps should be free of trash, dirt, and debris. Corners and edges of steps should be free of build-up.

CAFETERIA CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- Trash/Recycling cans should be empty, re-lined with new liners, and free of stains, liquid, and debris inside and out.
- Cafeteria tabletops should be free of food, liquid, and debris.
- Table frames should be reasonably free of dust, stains, and marks.
- The walls should be free of food, liquid, stains, handprints, and marks.
- All accessible floor areas should be free of food, liquid, debris, and dirt. Floors should be free of haze and mop-stroke marks. There should be a reasonable shine to the floor.
- The edges and corners of floors should be free of any dust, dirt, or buildup.
- The drinking fountains, fixtures, and surrounding wall area should be free of dust, dirt, stains, marks, and debris. Drinking fountains and fixtures should be reasonably shiny.
- Stage floors, steps, and handicap lift should be free of dirt, food, trash, debris, and liquid.
- Doors, door frames, switch plates, and surrounding areas should be free of handprints, marks, and dirt.
- Partitions and door glass should be free of handprints, marks, smudges, food, and liquid.
- All lights should be working. There should be no flickering lights.
- All exit lights should be operational.
- Thresholds and entry areas should be free of dirt, dust, and stains.
- There should not be any gum or buildup in these areas.
- Air intake and exhaust vents should be reasonably dust free.

Last updated: 1/30/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Floors showing ware (Deferred Maintenance Project)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	Multiple ballasts need to be replaced, work orders submitted
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	Poor	Doors need touch up paint, work order submitted

Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Fair
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Last updated: 1/30/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	50.0%	50.0%	43.0%	44.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	25.0%	24.0%	33.0%	32.0%	37.0%	38.0%

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.

Last updated: 1/30/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	485	465	95.88%	49.68%
Male	254	241	94.88%	43.15%
Female	231	224	96.97%	56.76%
Black or African American	118	112	94.92%	34.82%
American Indian or Alaska Native	--	--	--	--
Asian	86	83	96.51%	69.88%
Filipino	36	36	100.00%	58.33%
Hispanic or Latino	123	118	95.93%	35.90%
Native Hawaiian or Pacific Islander	12	12	100.00%	33.33%
White	71	68	95.77%	70.15%
Two or More Races	33	31	93.94%	51.61%
Socioeconomically Disadvantaged	258	246	95.35%	38.62%
English Learners	--	--	--	--
Students with Disabilities	38	32	84.21%	9.38%
Students Receiving Migrant Education Services				
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.

Last updated: 1/10/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	485	469	96.70%	24.36%
Male	254	243	95.67%	21.49%
Female	231	226	97.84%	27.43%
Black or African American	118	112	94.92%	9.82%
American Indian or Alaska Native	--	--	--	--
Asian	86	84	97.67%	40.48%
Filipino	36	36	100.00%	36.11%
Hispanic or Latino	123	120	97.56%	16.67%
Native Hawaiian or Pacific Islander	12	12	100.00%	8.33%
White	71	69	97.18%	40.58%
Two or More Races	33	30	90.91%	23.34%
Socioeconomically Disadvantaged	258	245	94.96%	15.98%
English Learners	--	--	--	--
Students with Disabilities	38	33	86.84%	6.06%
Students Receiving Migrant Education Services				
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.

Last updated: 1/10/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

Inderkum High School offers one CTE Pathway, Broadcast Media (Broadcast Media I, Broadcast Media II, and Broadcast Media III), taught by a CTE-credentialed instructor. These courses provide an opportunity for students to receive industry certification as well as 'a-g' credit. The students at Inderkum are representative of our extremely diverse district.

Beginning in Fall 2019, Inderkum High School will offer the first course of the Public Safety Pathway, Introduction to Public Safety. The pathway will be a blend of law enforcement and firefighting over the course of three years. These courses provide an opportunity for students to receive industry certification as well as 'a-g' credit.

NUSD has a district-wide CTE advisory committee that is represented by industry partners from Hospitality, Automotive, Digital Media, Engineering, and Culinary Arts, in addition to having parent, student and district representatives.

More information on our Broadcast Media and Public Safety Pathways are on the next page.



PATHWAYS & PROGRAMS



BROADCAST MEDIA



PUBLIC SAFETY



IB WORLD SCHOOL



CECA

WE EXIST TO HELP ALL OF OUR STUDENTS

GROWL

IF OUR STUDENTS TRULY LEARN HOW TO

EXEMPLIFY

GROWL

THEY WILL BE **SUCCESSFUL**

NOT ONLY IN THE CLASSROOM

BUT IN LIFE



Inderkum High School: Broadcast Media Pathway

WHAT IS THE BROADCAST MEDIA PATHWAY?

Are you an artistic person? Do you enjoy using state-of-the-art digital photography and filming equipment? Do you enjoy creating videos? Do you want to share great news about your campus with the community?

If any of this interests you, you need to become a Broadcast Media Pathway student at Inderkum High School.

WHAT CAN I EXPECT?

Broadcast Media helps students prepare for both college and career. Pathway participants take courses in Broadcast Media along with academic core classes -- English, History, Science, and Math. The goal is to complement academic rigor, not replace it.

The Broadcast Media Pathway provides students with the ability to gain and master skills in video storytelling, media arts, news broadcasting, and interviewing skills.

Students gain hands-on experience by working with professional broadcast media equipment in Inderkum's redesigned broadcast media classroom. They learn about industry standard techniques, career strategies, and the importance of job performance. Participants gain practical knowledge and experience from Melissa May, a well-known former TV journalist in Sacramento who teaches all of Inderkum's Broadcast Media courses.

Students will record and broadcast the weekly "Tiger Talk" video to inform staff and students about Inderkum's latest news.

To become a Broadcast Media Pathway student, you must be an Inderkum High School student and meet with your counselor to enroll in this pathway.

Questions?

Call us at (916) 567-5640

Or visit <https://natomasunified.org/ihs>

Or visit and watch our "Tiger Talk" videos:

<http://ihstigers.wixsite.com/tigertalk>

WHAT DOES THE BROADCAST MEDIA PATHWAY LOOK LIKE?

GRADE LEVEL	COURSES	DOES IT MEET GRADUATION REQUIREMENTS	DOES IT MEET UC/CSU 'a-g' REQUIREMENTS	DOES IT QUALIFY FOR COLLEGE CREDIT
FRESHMAN				
SOPHOMORE	BROADCAST MEDIA I	VAPA CREDIT	'g'	
JUNIOR	BROADCAST MEDIA II	ELECTIVE CREDIT	'g'	
SENIOR	BROADCAST MEDIA III	ELECTIVE CREDIT		

*Students who choose to join the Broadcast Media Pathway will need to apply during their Freshman school year. If accepted, they will take their courses at IHS, completing a traditional six-period day through their Sophomore, Junior, and Senior years.



PATHWAYS & PROGRAMS



IB WORLD SCHOOL



CECA



BROADCAST MEDIA



PUBLIC SAFETY

WE EXIST TO HELP ALL OF OUR STUDENTS

GROWL

IF OUR STUDENTS TRULY LEARN HOW TO

EXEMPLIFY

G R O W L

THEY WILL BE **SUCCESSFUL**

NOT ONLY IN THE **CLASSROOM**

BUT IN LIFE



Inderkum High School: Public Safety

WHAT IS THE PUBLIC SAFETY PATHWAY

Are you interested in a dynamic profession that serves the community? Do you want to be the person someone turns to in a crisis? Do you want to become a leader in your community? Do you want to work outside? Do you like helping people in need? Do you want to learn how to help people in emergency situations? If any of this has interested you then you need to become a Public Safety Pathway student at Inderkum High School.

WHAT CAN I EXPECT

In partnership with the Sacramento Police Department and the Sacramento Fire Department, the Public Safety Pathway is designed to provide a rigorous academic program and career preparation for those interested in law enforcement and firefighting related fields. Students will take courses in Public Service while enrolled in their core classes (English, history, science, and math). The Public Safety Pathway provides students with the ability to become proficient in communications, problem-solving, critical thinking, technology applications, leadership, teamwork, and ethics. Students will take an initial course to gain information in all careers in the Public Service Industry to provide them with enough information to choose Law Enforcement or Firefighting. Instruction will be offered through hands-on, experiential, and project based lessons. Active police officers and firefighters will provide industry knowledge and mentorship. Graduates will be college and career ready, with a solid foundation for future employment in the Public Service industry while also developing personal fitness. To become a Public Safety Pathway student you must be enrolled at Inderkum High School and meet with your counselor to enroll in Public Safety courses.

Questions?

Call us at (916) 928-5200

Or visit <https://natomasunified.org/ihs>



WHAT DOES THE BUILDING AND TRADES PATHWAY LOOK LIKE?

PATHWAY SEQUENCE	COURSES	DOES IT MEET GRADUATION REQUIREMENTS	DOES IT MEET UC/CSU 'a-g' REQUIREMENTS	DOES IT QUALIFY FOR COLLEGE CREDIT
PUBLIC SAFETY COURSE 1	Introduction to Public Safety	ELECTIVE CREDIT	PENDING	
LAW ENFORCEMENT COURSE 2 OR	Law Enforcement	ELECTIVE CREDIT	PENDING	
FIRE FIGHTING COURSE 2	Fire Technology	ELECTIVE CREDIT	PENDING	
LAW ENFORCEMENT COURSE 3 OR	Advanced Law Enforcement	ELECTIVE CREDIT	PENDING	
FIRE FIGHTING COURSE 3	Advanced Fire Science Careers	ELECTIVE CREDIT	PENDING	

*Students who choose to join the Public Safety Pathway will need to apply during their Freshman school year, if accepted they will take courses at IHS, and will continue with a traditional 6 period day through their Sophomore, Junior, and Senior years.

Last updated: 1/14/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	291
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/30/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.6%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	62.2%

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 area of physical education

California Physical Fitness Test Results (School Year 2017—18)

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
9	17.7%	30.6%	39.1%

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.

Last updated: 1/28/2019

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 2018—19)

Inderkum High School promotes and encourages parent involvement. Parents participate in Parent, Teacher, Student Association (PTSA), School Site Council (SSC), English Learner Advisory Committee (ELAC), CECA Parent Group, and various boosters groups including the IHS Athletic Booster Club, the Music Booster Club, and the International Baccalaureate Parent Boosters. School-wide information regarding school activities, attendance, and other general information is communicated via the Student Information System - Infinite Campus automated calling/email system and the school website. Parents also have the ability to communicate with teachers by email, telephone and by parent conferences. By logging on to the Infinite Campus Parent Portal, parents are able to monitor the academic progress of their son/daughter on a daily basis.

Inderkum High School has continued to empower parents through learning opportunities and resources via the Parent University program to:

- become advocates for their children to be successful in school
- build relationships with the school, the school district and the community
- gain leadership skills and educational tools to help their child succeed
- provide support and be informed on what comes next in the educational process
- strengthen the quality of family life

State Priority: Pupil Engagement

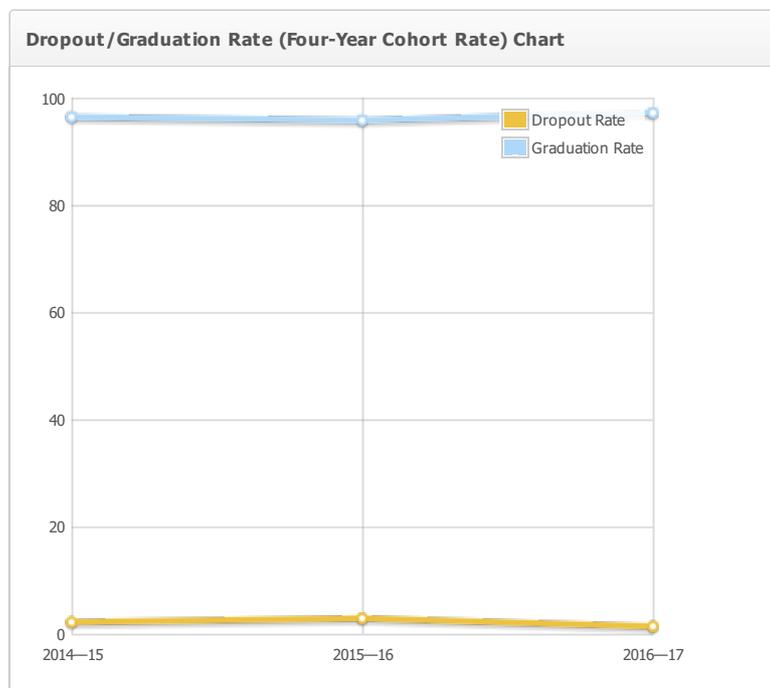
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	2.2%	2.9%	4.0%	3.2%	10.7%	9.7%
Graduation Rate	96.4%	95.8%	91.6%	94.7%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	1.4%	3.2%	9.1%
Graduation Rate	97.2%	92.3%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/27/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	95.2%	90.6%	88.7%
Black or African American	97.0%	88.6%	82.2%
American Indian or Alaska Native	100.0%	100.0%	82.8%
Asian	97.3%	93.7%	94.9%
Filipino	93.9%	91.7%	93.5%
Hispanic or Latino	91.2%	88.7%	86.5%
Native Hawaiian or Pacific Islander	100.0%	84.0%	88.6%
White	94.1%	91.9%	92.1%
Two or More Races	96.2%	96.2%	91.2%
Socioeconomically Disadvantaged	100.0%	97.0%	88.6%
English Learners	91.7%	74.4%	56.7%
Students with Disabilities	100.0%	77.4%	67.1%
Foster Youth	0.0%	0.0%	74.1%

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	9.9%	7.1%	6.9%	6.6%	5.8%	5.7%	3.7%	3.7%	3.5%
Expulsions	0.3%	0.4%	0.7%	0.1%	0.1%	0.3%	0.1%	0.1%	0.1%



Last updated: 12/27/2018

School Safety Plan (School Year 2018—19)

Our comprehensive School Safety Plan is in compliance with Senate Bill 187. The safety plan identifies key management personnel, their responsibilities, provides guidelines for crisis management teams, and levels of response. The plan also outlines emergency responses to fire, flood, earthquake, toxic spills and campus intrusions. Specific instructions including emergency evacuation and lockdown procedures are identified. The Inderkum High School plan is presented to the School Site Council and the School Board yearly for approval. Evacuation and lockdown drills are conducted in accordance with California Educational Code for secondary school at minimum of twice per semester so that students and staff are practiced in the procedures outlined in our Safety Plan. At the conclusion of each drill, the staff provides input on the effectiveness of the drill and identifies areas for improvement. In addition to the collected information, the school's leadership team devotes time to the improvement of our plan in a very constructive manner.

Every classroom is provided an emergency folder that contains an evacuation map, class rosters that are periodically updated throughout the year, and printed information such as procedures for various types of emergencies, roles for staff, and emergency numbers for local agencies. Additionally, there is a written document of the safety plan for staff on the electronic shared drive as well as trainings and updates provided to the staff at the beginning of and throughout the year.

Inderkum High School and the Natomas Unified School District have also adopted an anti-bully policy complete with prevention, intervention, complaint and investigation, and discipline guidelines that are aimed at improving the safety and emotional well-being of the students on our campus.

Last updated: 1/30/2019

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	16	24	26
Mathematics	31.0	8	11	38
Science	31.0	7	13	36
Social Science	31.0	8	13	34

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	14	12	38
Mathematics	32.0	5	7	22
Science	34.0	4	9	44
Social Science	34.0	5	9	42

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	31.0	12	18	40
Mathematics	32.0	7	20	38
Science	33.0	4	11	44
Social Science	34.0	8	10	42

* 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.

Last updated: 12/27/2018

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	458.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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.

Last updated: 12/27/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6080.0	\$474.0	\$5606.0	\$64647.0
District	N/A	N/A	\$7410.0	\$67620.0
Percent Difference – School Site and District	N/A	N/A	-27.7%	-4.5%
State	N/A	N/A	\$7125.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	-23.9%	-16.8%

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

Last updated: 12/27/2018

Types of Services Funded (Fiscal Year 2017—18)

Natomas Unified School District (NUSD) offers a wide range of support services for students including but not limited to academic, individual and small group counseling, a school psychologist, adapted physical education, home and hospital teachers, and health assistants. AP exam preparation software is also funded centrally. To eliminate financial barriers to college entrance opportunities, NUSD funding makes it possible for all 10th graders to take the PSAT and 11th graders to take the SAT free of charge. Likewise, NUSD funding pays for all students enrolled in AP or IB courses to take their respective exams, free of charge. For the first time, NUSD funding is making it possible for students to participate in an after school coding program to expose students to the ever expanding opportunities in the field of technology.

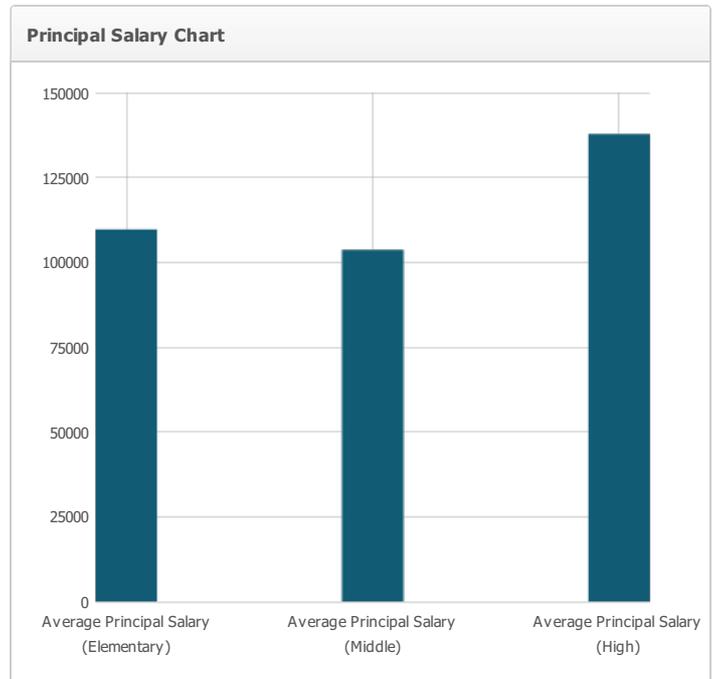
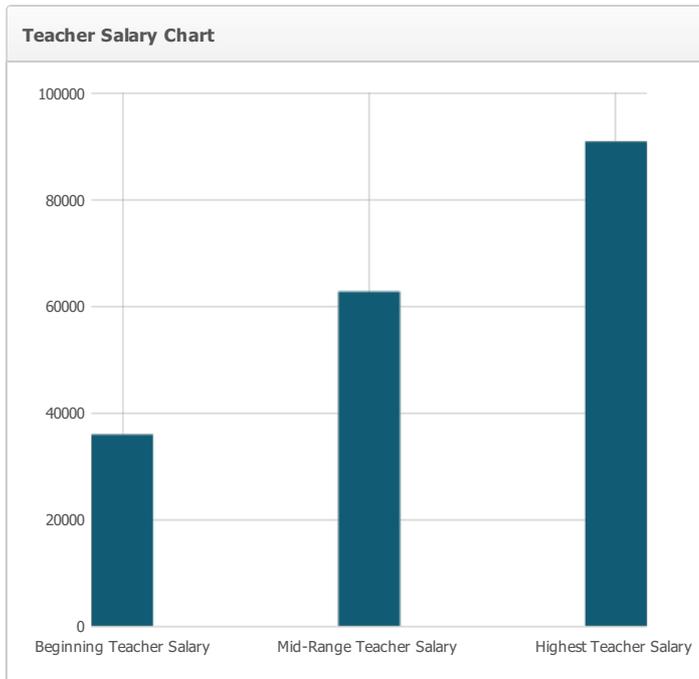
Site categorical funds are used to fund an additional mental health counselor for students, a before-school credit recovery program, informational text literacy resources, field trips to Universities, and a freshman mentoring program. The site also funds supports for our English Learner (EL) students through supplemental materials using state and federal categorical funds.

Last updated: 1/30/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,892	\$47,547
Mid-Range Teacher Salary	\$62,691	\$74,775
Highest Teacher Salary	\$90,819	\$93,651
Average Principal Salary (Elementary)	\$109,646	\$116,377
Average Principal Salary (Middle)	\$103,647	\$122,978
Average Principal Salary (High)	\$137,781	\$135,565
Superintendent Salary	\$278,100	\$222,853
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/27/2018

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	9	N/A
Fine and Performing Arts	2	N/A
Foreign Language	7	N/A
Mathematics	4	N/A
Science	0	N/A
Social Science	14	N/A
All Courses	36	32.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 12/27/2018

Professional Development

The Inderkum High School staff development plan is focused on College and Career Readiness through rigorous and relevant instruction as we align our work to the vision of our school - "Promoting a rigorous academic setting committed to producing students who read carefully, think critically, and work together to improve the local and global community. All NUSD students will graduate as college and career ready, productive, responsible and engaged global citizens."

Inderkum High School is committed to growing as an International Baccalaureate (IB) World school. Our staff is working together to strengthen our school-wide authorized Middle Years Programme (MYP). The school is also building and strengthening our authorized Diploma Programme (DP). Teachers will receive specific aligned IB/DP/MYP professional development through off-site and on-site workshops and collaboration. This programme's philosophy will be integrated into all PLC and site based programmes through the cycle of continuous learning.

The 2016-2017 school year focus of collaboration and PD was in the area of Performance Based Assessments in preparation for issuing MYP Report Cards for all ninth and tenth graders. The 2017-2018 school year expanded this preparation to include a focus on analysis of common assessment data for the purpose of better informing instruction, which is continuing in the 2018-2019 school year. The 2017-2018 school year was also committed to providing SDAIE PD, followed by coaching, to ELA and Math teachers at Inderkum to provide needed EL support. The 2018-2019 school year has continued this development for staff, expanding to provide training to the Science and History/Social Science departments. Additionally, the 2018-2019 school year has begun a focus on building inquiry within classroom instruction, which is central to both IB and AVID philosophies.

Inderkum High School is also committed to growing its California Early College Academy, which uses AVID teaching methodologies. Teachers in the program have been provided professional development via AVID trainings provided by SCOE and the AVID Summer Institute. The 2016-2017, 2017-2018, and 2018-2019 school years saw an expansion of the offering of AVID elective courses and the number of teachers trained to deliver core curricula using AVID methodologies.

Professional Learning Communities and data driven collaboration will continue to be an expectation of the teaching staff. Teachers and administrators work closely to build a collaborative culture, focused on student results through the use of common formative assessments to drive instruction. There is dedicated collaboration time every Wednesday in the form of a late start day. Through this process, all staff members analyze and address standards, track student performance, and work in teams to plan for and chart student growth and learning. While working as teams, staff members also grow as professionals.

All NUSD teachers receive ongoing professional learning support through their professional learning community on site, through district TOSAs (teachers on special assignment), through coaching from site and district administrators and through job embedded professional learning, training and development provided by NUSD partners.

Continuing with the practice of late start professional learning time, collaborative time continues to be built into the master schedule. An hour per week is embedded into the schedule, students begin their day at 9:00 a.m. (rather than the normal start time of 8:00 a.m) each Wednesday. This schedule allows for teachers to meet as a faculty (once per month), by department (once per month), and in collaboration groups by grade level, focus group and/or subject (twice per month). Each of the eight departments at Inderkum High School engage in monthly collaboration that ensures the alignment of instruction to the content area standards that are mandated by the state.

Finally, Natomas Unified School District has continued its multi-year plan to implement the Common Core State Standards across all grade levels and subject areas. The district-wide implementation plan included specific professional development for secondary teachers in creating Curriculum Alignment Guides. Professional Development in Common Core implementation has continued over the last three school years for all content areas, including professional development days during both the summer and school year.

