



Independence High School

8001 Old River Road • Bakersfield, CA 93311 • (661) 834-8001 • Grades 9-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Kern High School District

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District Governing Board

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J. Bryan Batey, Vice President
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Associate Superintendent, Human Resources
Brenda Lewis, Ed.D.
Assistant Superintendent, Instruction
Dean McGee, Ed.D.
Assistant Superintendent, Educational Services and Innovative Programs

School Description

Independence High School (IHS) opened its doors for the first time on August 18th, 2008, as the eighteenth comprehensive high school in the Kern High School District (KHSD). The Kern High School District is located in the Central Valley in Kern County. Kern County has an abundance of industry and agriculture. Independence lies on the outskirts of Bakersfield in an area that some might call rural, but will soon be totally urban. The Independence campus is a beautiful addition to the Kern High School District and provides the ever growing population of Bakersfield another stellar high school for students to attend. The campus is aesthetically beautiful with a large, open quad area for students to enjoy, an amphitheater for fine arts productions, and athletic venues in which to host sporting events. It reflects state-of-the-art technology that includes wireless capabilities throughout the campus, LCD projectors in each classroom, and video and internet access to staff and students. The school is comprised of fourteen buildings, 79 permanent classrooms, a library, a 716-seat auditorium, a small conference room, food services area, lockers, eating areas, and a gymnasium.

Located on the corner of McCutchen and Old River Roads, Independence welcomed a brand new student body consisting of 840 ninth and tenth grade students primarily from the Lakeside and Panama Buena Vista feeder school districts in August of 2008. Enrollment has steadily grown since the school's inception and totaled 2,069 students for the 2016-2017 school year. In the last year, more single family homes are being built near our campus and thus continuing the trend of expanding enrollment numbers for Independence High School..

Independence High School continues to remain a culturally diverse school, with a Hispanic or Latino student population of 56%, followed by White, not Hispanic students at 24%, African-American students at 8%, and Asian, not Hispanic at 5.1% of the student body. The Independence English-Learner population for the 2016-17 school year was 2.5%, however, we have a high rate of reclassification for many of these students as they enter our site or within their first year at Independence.. Approximately 57% of our students are eligible for the Free and Reduced Lunch Program.

Independence High School is proud to boast of a college prep only program that features rigorous academic opportunities for its diverse student population. Advanced Placement, Honors, and Gate courses are offered in addition to our college prep program, along with a robust Career and Technical Education (CTE) program. CTE classes offered at IHS include Ag Mechanics, Ag Small Engines, Ag Communications, AG Floral Design, Video Production 1 & 2, Digital Photography, Multimedia Arts, Introduction to Personal Fitness and Prevention and Care of Athletic Injuries. Students seeking other CTE opportunities not available on our campus are eligible to attend the KHSD ROC program during their junior and senior years. Additionally, IHS has maintained a strong commitment to the AVID program and our school features a nationally recognized Energy and Utilities Career Academy, that is a partnership with PG&E and the University of California. Independence also has a number of courses that provide students the opportunity to earn college credit through Dual Enrollment. The combination of college prep and advanced courses along with access to cutting edge CTE offerings provides our students with a variety of opportunities to help them be successful in their post high school academic and/or career choices.

The Independence Mission:

We the people of Independence, in order to form a more perfect school

- provide for academic achievement including graduation
- establish mutual respect
- ensure a compassionate and challenging environment and
- promote participation

Do ordain and establish this mission for Independence High School

The vision of the staff and administration at Independence High School includes providing a rigorous academic program that encourages learning, and getting students involved on campus in some type of activity, whether it is athletics, clubs, student government, or fine arts. The instructional leaders at Independence adopted this vision, and the remaining teachers and classified staff were selected and hired based on this vision. It was unanimously agreed that students who feel connected to a school are more successful. The staff concurred that creating a Professional Learning Community was the first step in seeing the vision become reality. Professional Learning Communities differ from traditional schools. Learning, rather than teaching is the purpose. We will concentrate our time and effort on making sure each PLC at Independence agrees on exactly what it is we want students to learn- by grade level, course and unit of instruction. Then we will assess students' acquired knowledge and skills using common formative assessments, benchmarks, standards tests, common summative assessments, and end of course exams. As results from assessments are aggregated, we will remediate failing students by creating a system of interventions that provides students additional time and support when they are not learning. With the adoption of the Common Core State Standards, IHS has focused it's PLC efforts on successfully implementing those standards in its curriculum. Our commitment to a strong PLC culture will insure that we fulfill the vision and mission of IHS.

Independence High School is currently in the third year of implementing PBIS, known as RISE (Responsibility-Integrity-Service-Excellence). Creating a positive school climate with clear expectations for staff and students was a main focus during the 2016-2017 school year. The Independence Staff and students were recognized by the California PBIS Coalition with the 2017 Silver PBIS Implementation Award. Upcoming years will involve further implementation of structures, programs and support systems to help support students and provide a positive and safe learning environment for all students.

About the SARC

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	499
Grade 10	522
Grade 11	538
Grade 12	510
Total Enrollment	2,069

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8
American Indian or Alaska Native	0.5
Asian	5.1
Filipino	2.6
Hispanic or Latino	56
Native Hawaiian or Pacific Islander	0.1
White	24
Two or More Races	2.5
Socioeconomically Disadvantaged	57.5
English Learners	2.6
Students with Disabilities	11.6
Foster Youth	1.5

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			
Independence High School	15-16	16-17	17-18
With Full Credential	77	80	96
Without Full Credential	0	0	4
Teaching Outside Subject Area of Competence	0	0	0
Kern High School District	15-16	16-17	17-18
With Full Credential	♦	♦	1,790
Without Full Credential	♦	♦	64
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Independence High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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)

Every student is issued a textbook for every core class as well as elective classes. Independence is in compliance with Williams. Supplemental curriculum requests are routed through the district office.

Textbooks and Instructional Materials Year and month in which data were collected: January 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Holt Literature & Language Arts Third Course (Grade 9) Holt Literature & Language Arts Fourth Course (Grade 10), 2003 Holt Literature & Language Arts Fifth Course (Grade 11), 2003 Holt Literature & Language Arts Sixth Course (Grade 12), 2003 Literature Structure Sounds and Sense, 9th edition, 2006 Edge Level A Student Edition, National Geographic, 2007 Edge Level B Student Edition, National Geographic, 2007 Edge Level C Student Edition, National Geographic, 2007 Edge Fundamentals Student Edition, National Geographic, 2007 Literature: Reading Fiction, Poetry, & Drama/McGraw-Hill Everyday Use: Rhetoric At Work In Reading and Writing 40 Model Essays: A Portable Anthology/Bedford St. Martin's</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015</p> <p>The Practice of Statistics/Freeman Adopted 1999</p> <p>Pacemaker Algebra 1/Globe Fearon Adopted 2001</p> <p>Advanced Mathematical Concepts, Precalculus with Applications/Glencoe Adopted 2001</p> <p>Integrated Mathematics/McDougal-Littell Adopted 2002</p> <p>Discovering Algebra /Kendall Hunt Adopted 2015</p> <p>Discovering Geometry/Kendall Hunt Adopted 2015</p> <p>Mathematics with Business Applications/Glencoe Adopted 2007</p> <p>Single Variable Calculus/Brook & Cole Adopted 1999</p> <p>Mathematics Concepts and Skills/McDougal-Littell Adopted 2001</p> <p>Consumer Mathematics/Pearson Education</p> <p>Geometry Concepts and Skills, 2004/ McDougal</p> <p>Calculus: Graphical, Numerical, Algebraic3rd Edition/Prentice Hall</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: January 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Physics, HRW Adopted 2008</p> <p>Earth Science, Pearson/Prentice Hall Adopted 2008</p> <p>Biology, McDougal Littell Adopted 2008</p> <p>Chemistry Matter and Change, Glencoe/McGraw Hill Adopted 2009</p> <p>Chemistry, McGraw-Hill Adopted 2009</p> <p>Environment: The Science Behind the Stories, Pearson</p> <p>Energy, Power & Transportation Technology, 2007, Goodheart-Wilcox</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Modern World History Patterns of Interaction, McDougal Littell Adopted 2008</p> <p>Americans Reconstruction To the 21st Century, McDougal Littell Adopted 2008</p> <p>American Pageant A History of the Republic, Houghton Mifflin Adopted 2008</p> <p>Western Civilization, Thomson/Wadsworth Adopted 2008</p> <p>A History of Western Society: since 1300 for Advanced Placement, 2010/Bedford St. Martin's</p> <p>Economics: Principles in Action/Prentice Hall</p> <p>Economics: Principles, Problems & Policies/Glencoe/McGraw-Hill</p> <p>Magruder's American Government/Prentice Hall</p> <p>American Government: Institutions & Policies AP Ed 12th/Wadsworth</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: January 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>Buen viaje! level 1 (Glencoe Spanish Series book 1) 2007 Glencoe/McGraw-Hill, Buen viaje! level 2 (English and Spanish Edition) 1st edition 2007 Glencoe/McGraw-Hill, Buen viaje! level 3 (Glencoe Spanish) 1st edition 2007 Glencoe/McGraw-Hil, El Espanol para nosotros: Curso para hispanohablantes level 1 (Spanish edition) 2004 Glencoe/McGraw-Hill, El Espanol para nosotros: Curso para hispanohablantes level 2 (Spanish edition) 2004 Glencoe/McGraw-Hill, Temas AP Spanish+Culture 2014 Vista Higher Learning, Discovering French Nouveau: level 1 2007 copyright 2006 McDougal Littell, Discovering French Nouveau: level 2 2007 copyright 2006 McDougal Littell, Discovering French Nouveau: level 3 (Rouge) 2007 copyright 2006 McDougal Littell Realidades 2014 Level 1 / Pearson Realidades 2014 Level 2 / Pearson Realidades 2014 Level 3 / Pearson</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Health 2007 Prentice Hall</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Music! It's Role and Importance in our lives 2005 McGraw-Hill, The Visual Experience 3rd edition 2004 Davis Publishing, Basic Drama Projects 8th edition 2003 Clark Publishing</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Kern High School District (KHSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conduct annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor." The instrument does not require capital enhancements beyond the standards to which the facility was designed and constructed. Improvements come from the District Maintenance and Operations budget and the school's Principal's budget. The District participates in the State School Deferred Maintenance Program for major repair and replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 08/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			100% rating on most recent FIT with no deficiencies noted for gas leaks, mech/hvac, sewer
Interior: Interior Surfaces		X		ACTIVITIES/ RM 211: 4. WATER STAIN CEILING TILES CAFETERIA: 4. WATER STAINED CEILING TILE LIBRARY: 4. WATER STAIN CEILING TILES RM 1001: 4. WATER STAINED CEILING TILE RM 1005: 4. WATER STAINED CEILING TILE 7. WATER STAIN IN LIGHT DIFFUSER RM 1011: 4.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			RM 1005: 4. WATER STAINED CEILING TILE 7. WATER STAIN IN LIGHT DIFFUSER RM 702: 4. WATER STAINED CEILING TILE 7. WATER STAIN IN LIGHT DIFFUSER RM 814: 7. LIGHT DIFFUSER MISSING RM 819: 7. LIGHT DIFFUSER MISSING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			100% Rating on FIT for restrooms/sinks/fountains; no items noted on most recent FIT.
Safety: Fire Safety, Hazardous Materials	X			BOYS LOCKER RM: 11. PAINT CHIPPING ON WALLS
Structural: Structural Damage, Roofs	X			100% rating on most recent FIT for structural damage and roofs, with no deficiencies noted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No external issues noted in most recent FIT.
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	68	63	51	51	48	48
Math	34	22	23	21	36	37

* 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	62	53	51	48	56	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	14.4	29.7	39.2

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	529	508	96.0	53.0
Male	279	265	95.0	56.2
Female	250	243	97.2	49.4
Black or African American	40	38	95.0	39.5
Asian	30	29	96.7	58.6
Filipino	20	20	100.0	85.0
Hispanic or Latino	287	276	96.2	48.9
White	109	104	95.4	59.6
Two or More Races	16	14	87.5	50.0
Socioeconomically Disadvantaged	283	266	94.0	44.4
English Learners	31	30	96.8	6.7
Students with Disabilities	52	45	86.5	22.2

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	530	526	99.25	62.74
Male	273	273	100	57.14
Female	257	253	98.44	68.77
Black or African American	33	33	100	51.52
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100	76
Filipino	25	24	96	83.33
Hispanic or Latino	296	294	99.32	58.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	105	105	100	64.76
Two or More Races	16	16	100	87.5
Socioeconomically Disadvantaged	299	297	99.33	55.22
English Learners	41	39	95.12	17.95
Students with Disabilities	55	55	100	9.09
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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	531	527	99.25	21.82
Male	274	273	99.64	20.88
Female	257	254	98.83	22.83
Black or African American	33	33	100	18.18
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100	40
Filipino	25	25	100	48
Hispanic or Latino	297	295	99.33	17.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	105	104	99.05	22.12
Two or More Races	16	16	100	18.75
Socioeconomically Disadvantaged	300	298	99.33	19.46
English Learners	41	41	100	0
Students with Disabilities	55	55	100	3.64
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.

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)

Independence strives to actively involve the school community in the learning process—including teachers, students, counselors, administrators, classified staff, and parents. We invite all of our incoming students and parents to both a school orientation and a night of registration. At the orientation, we introduce our parents to the staff and welcome input from parents about curriculum, activities and athletics. Our registration process is welcoming to parents and students alike, and students and parents meet individually with a counselor or teacher to answer questions and create schedules that will best meet the needs of students. Our registration has been well attended by parents, and we receive positive feedback from all parties involved. In addition, the dean's office and school counselors maintain close contact with all students and with parents who have academic or discipline problems by meeting one-on-one and by talking with parents in person and by phone.

Independence hosts Back-to School Night the second week of each school year. Parents are invited to dinner in the cafeteria, (hosted by the Band Boosters). After dinner they follow their students' schedule complete with bells. The teachers present their class syllabus and expectations, along with their e-mail addresses for communication purposes. Elections for School Site Council Representatives are held at Back-to-School Night.

Independence has interested parents sign up to become involved in various activities on our campus including Athletic Boosters, Fine Arts Boosters, EL Parent Advisory Committee, Title I Parent Group, and School Site Council. Parents have access to their students' performance through weekly grade checks, emailing teachers, teacher conferences, counselor conferences, weekly assignment logs, teacher web sites, as well as access to KHSD provided ParentVue. With ParentVue, parents can get up to the minute information regarding grades, assignments, and attendance via the internet (parents are encouraged to visit the IHS website for more information regarding ParentVue). School shareholders are welcome to share ideas and opinions at Independence High School. Parents are able to participate in Principal Partner's Day where they are invited on campus for a tour and overview of programs offered to students. Monthly School Site Council (SSC) meetings allow parents to give their insights on the learning process at Independence. The WASC Accreditation process also provides an opportunity for parents to be involved in focus groups that provide input to help inform school improvement and change. These parents are invited to participate in focus group meetings during the WASC process to address various topics that inform the staff and administration.

Parents are encouraged to visit the school's website for information regarding daily activities, teacher websites, sports calendars, and other important items of information. Additionally, IHS maintains a strong presence on social media via Twitter, and seeks to keep parents engaged in the daily life of the school through updated posts regarding academic and extra curricular activities. When necessary, the administration also utilizes School Messenger to notify parents through phone, text, and email messages of important upcoming events and information.

The 2017-2018 school year saw the opening of the IHS Parent Center located in the Administration building. This parent center is offering parents a new point of contact and resources on campus to help facilitate two-way communications between parents and our site. This new facility was created based on parent input and feedback, and has begun offering classes during the evening hours to help support the needs of the parents in our school community.

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.

School Safety Plan

The civil defense emergency organization disaster plan for Independence High School has been submitted to the Kern High School District and is board approved. The School Safety Committee, led by the Assistant Principal of Administration, meets quarterly to discuss and address site level safety issues. The Dean of Students, working with a full time Kern High School District Police Officer and four campus security personnel is charged with monitoring students' behavior and enforcing the education code.

Date School Safety Plan last reviewed: September 2017. This plan was approved by the School Site Council and submitted for Board Approval.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	10.5	8.1	6.7
Expulsions Rate	0.1	0.3	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	12.1	10.0	9.6
Expulsions Rate	0.2	0.2	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	84.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	410

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	28	25	23	28	37	50	13	24	21	49	39	43
Mathematics	28	27	23	24	21	40	17	30	24	43	35	38
Science	25	19	22	27	47	33	4	7	10	39	34	33
Social Science	28	27	22	25	28	43			5	44	44	39

* 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.

Professional Development provided for Teachers

Building Professional Learning Communities

All Kern High School District faculty – administrators and teachers – have participated in the district-wide professional development to build Professional Learning Communities on each campus. This move towards “an intense focus on learning” (Dufour, Dufour, Eaker) has been strongly supported through the work of Solution Tree, The Leadership and Learning Center, and the Marzano Research Laboratory. The critical questions that now drive instruction, instructional planning, assessment, and intervention are these:

1. What do we expect our students to learn?
2. How will we know if they have learned it?
3. How will we respond if they have not learned it?
4. How will we respond if they have learned it?

To anchor the work of building a professional learning community (PLC), professional development has focused, district-wide, on creating and using common formative assessments (CFA) to measure and monitor learning, in order to target interventions and extensions. These trainings have provided the core learning and understanding for why data and appropriate assessment are the critical components to determine student learning needs. The CFA training forced a review, rethinking, and refining of the “essential learnings” (previously called “power standards”) to determine the learning targets and to align assessments to the learning targets as outline in the Common Core State Standards (CCSS). Teachers were actively engaged in numerous staff development opportunities throughout the last three school years designed to improve both their knowledge and assessment of the CCSS.

The District continues to provide ongoing support for school-site PLC efforts through district department meetings, targeted support through the Department of Instructional Services (Instruction Division), and continues to offer PLC coaching and trainings at individual sites. IHS Departments and PLC's are engaged in ongoing, district-led professional development, that focuses on developing anchor tasks based on Common Core, and the adoption, implementation, and use of new Common Core-based textbooks, and continued PLC use at school sites. Teachers from IHS also attended the annual AVID Summer Institute in San Diego, aimed at high yield engagement strategies for our students. Independence has also began to revisit and focus on Literacy strategies schoolwide with the assistance of Jill Hamilton-Bunch. Teacher in-service days and after-school meeting time has been utilized to train the entire staff in strategies that can be implemented in the classroom. These trainings have helped provide additional focus for the staff and engage departments and PLC's in conversations of how to incorporate these strategies into the curriculum and instructional strategies of our staff.

As the state and nation now shift to a common set of standards, the Common Core Standards (CCS), the Kern High School district is committed to preparing its staff to utilize rigorous and relevant instructional strategies to maximize student learning.

The District's CCS professional development implementation plan has three steps:

- Awareness
- What are the common State Standards?
- How are they similar to the California State Standards?
- When will implementation begin?
- How will the Common Core Standards be assessed?
- Ramp Up the Rigor
- Ramp up the rigor of mathematical tasks for all students
- Focus on instructional task analysis in mathematics
- Focus on text complexity in ELA
- Promote a common academic vocabulary school-wide
- Address reading and writing across the curriculum
- Integrate media resources across standards
- Instructional Practice
- PLC Meetings
- Department Meetings
- Summer Projects
- Site Administrator Feedback
- District Office Trainings

Independence is committed to insuring that our staff is highly trained in not only their content areas, but in the delivery of that content to their students. In addition to the staff development related to the CCSS, IHS professional development has also included:

- Kagan Strategies, aimed at increasing student participation and engagement.
- Google Apps for Education training
- Lesson Studies; teachers observing best practices from other teachers
- EL workshops
- AP Institutes
- Social Emotional Learning
- School-wide Literacy training
- Various core content specific trainings

These areas of staff development were based on needs determined through the PLC process. As PLC leaders report areas of data based needs, the administration works in conjunction with staff members to find appropriate and relevant staff development opportunities.

As teachers attend various trainings both in and out of the district, they do so with the expectation that they will share their learning with their colleagues. Two staff members are appointed by the Principal help to facilitate in staff training as does the administration through regularly held PLC and staff meetings. The use of three teacher in-service days provides a platform for the delivery of professional development on a site-wide basis. As a Professional Learning Community, the IHS staff is solidly committed to the continual improvement of it's instructional practices.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,168	\$50,221
Mid-Range Teacher Salary	\$67,692	\$83,072
Highest Teacher Salary	\$101,126	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$128,094
Average Principal Salary (HS)	\$129,982	\$146,114
Superintendent Salary	\$230,625	\$226,121
Percent of District Budget		
Teacher Salaries	29%	34%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Independence High School holds regular sessions of after school tutoring on Tuesdays, Wednesdays and Thursdays. Teachers provide supplemental assistance in core subject areas to students struggling with their coursework as well as providing assistance for students preparing for various exams and standardized tests.. Additionally, IHS offers supplemental classes during the school day to assist students with increasing their math and literacy skills. Freshmen students whose STAR Renaissance scores indicate the need for intervention in either English or Math are placed into either ACCESS or the appropriate Math course based on the districts new Math placement information aligned with new state laws and board policy, respectfully. All Freshmen are enrolled in a Career Development course that uses Career Choices curriculum to provide extra support with study skills, career exploration, and goal setting for our first year students. Multiple sections of Academic Performance classes are provided for 10-12 grade students in need of additional instructional support during the school day. A full independent studies program is offered, as well as APEX, that offers students an on-line alternative for credit recovery. Kern Learn is also available to students that need an educational option that provides a combination of on-campus and online courses.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Independence High School	2013-14	2014-15	2015-16
Dropout Rate	2.8	3	2.2
Graduation Rate	96.71	94.4	94.63
Kern High School District	2013-14	2014-15	2015-16
Dropout Rate	11.1	9	8.4
Graduation Rate	84.44	86.86	87.27
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	686
% of pupils completing a CTE program and earning a high school diploma	6.61%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,666	\$1,142	\$5,524	\$75,692
District	♦	♦	\$8,393	\$73,350
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			-41.2	3.1
Percent Difference: School Site/ State			-17.4	-8.9

* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	17.74
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	37.92

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	1	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	3	♦
Science		♦
Social Science	5	♦
All courses	10	18.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	93.75	88.26	87.11
Black or African American	91.67	84.98	79.19
American Indian or Alaska Native	83.33	79.66	80.17
Asian	100	94.76	94.42
Filipino	92.86	100	93.76
Hispanic or Latino	92.51	87.73	84.58
Native Hawaiian/Pacific Islander	100	85.71	86.57
White	94.07	89.38	90.99
Two or More Races	94.12	88.89	90.59
Socioeconomically Disadvantaged	92.81	86.05	85.45
English Learners	100	73.45	55.44
Students with Disabilities	21.28	18.59	63.9
Foster Youth	80	79.1	68.19

Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, career centers, Bakersfield Adult School, and Regional Occupation Center (ROC) offer 33 different career pathways as outlined by the California career technical education (CTE) model curriculum standards in 15 industry sectors, groupings of interrelated occupations and broad industries. The average number of career pathways offered per school site is 5.75

The collaboration between KHSD's Career Technical Education (CTE) programs and the local community college provide a coherent sequence of courses directly related to the academic and career technical preparation of all students for employment in current and emerging occupations. KHSD has long been a leader in CTE programs which have been recognized locally and nationally.

The ROC offers 17 capstone classes to the local high school students and supports introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers Academy offers a sample of the CTE programs that demonstrate the collaboration between the various educational institutions. Students may take introductory and concentrator classes at their regular high school campus, attend the Nursing Assistant ROC program during their senior year and obtain state certification, sequence to the Bakersfield Adult School's Licensed Vocational Nursing program, and finish at a local college as a Registered Nurse.

A strong relationship with the Kern Community College District Collaborative has strengthened the CTE programs at the secondary and post-secondary levels. Thirteen Partnership Academies through the California Department of Education (CDE) flourish at eight comprehensive sites, providing graduates with real world CTE pathway experiences, state and/or career certification, and work opportunities immediately upon graduation.

Follow up studies track the Carl Perkins CTE program completers with over 90% graduation rate for student participants. The KHSD CTE Advisory Committee, representing a reflection of local business and industry partners, meets annually to make recommendations for program improvement, as well as to discuss industry trends, training needs, and local industry demands for future employment.

CTE courses at KHSD comprehensive sites are increasing rapidly with 28 different pathways being offered at the various schools. In addition, the District continues to add resources to further improve and expand CTE offerings.

Project-Lead-The-Way, a CTE program supported by Chevron and in partnership with the KHSD, specifically supports advanced Science and Engineering programs. The KHSD also supports Virtual Enterprise programs at six of the comprehensive schools. The district receives Carl D. Perkins funds which help many of the CTE programs at the school sites.

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.