



Independence Continuation High School

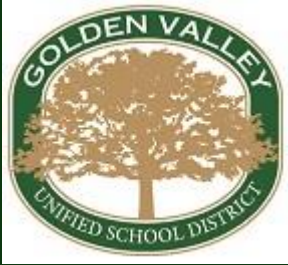
12150 Road 36 • Madera, CA 93636 • 559-645-3580 • Grades 10-12

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http://www.gvUSD.k12.ca.us/pages/Golden_Valley_USD/Schools/Educational_Options

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Golden Valley Unified School District

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District Governing Board

Brian Freeman
Mona Diaz
Maria Knobloch
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District Administration

Andy Alvarado
Superintendent

Andrew Alvarado
Superintendent

Kevin Hatch

**Assistant Superintendent of
Educational Services**

Kuljeet Mann

Director of Human Resources

Maryann Henry

Manager of Business Services

School Description

Independence High School is an accredited school with the Western Association of Schools and Colleges (WASC). Independence Continuation High School serves students between the ages of 16 and 18. The program is designed to meet the individual needs of each pupil and includes: direct instruction, and independent study along with web-based instruction components.

School Vision

Educational Options Schools will provide a safe and inclusive setting where students can improve their academic achievement in order to graduate, explore future educational, career and technical interests, and meet behavioral expectations. Independence is determined to teach and model the value of being lifelong global citizens who respect diversity, take personal responsibility, contribute to the community, and believe that they can make a difference.

Mission Statement

The mission of Educational Options Schools is to provide high standards of instructional services utilizing multiple means of delivery to meet the academic, social, and behavioral needs of at-risk students. Educational Options Schools strives to support students to stay in school, progress toward the completion of high school, integrate back to comprehensive school sites, and have the technological knowledge and skills to become responsible, college and career ready, global citizens.

Beliefs

- All students can learn and achieve academically.
- All students can demonstrate positive character traits and become contributing members of society.
- Staff development and training ensure that Educational Options teachers recognize the essential components of an effective educational program.
- Education is a partnership between students, teachers, staff members, parents, and community members.

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	6
Grade 12	5
Total Enrollment	11

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.1
American Indian or Alaska Native	0
Asian	9.1
Filipino	0
Hispanic or Latino	45.5
Native Hawaiian or Pacific Islander	0
White	36.4
Two or More Races	0
Socioeconomically Disadvantaged	100
English Learners	0
Students with Disabilities	18.2
Foster Youth	9.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Continuation High School	14-15	15-16	16-17
With Full Credential	5	5	1
Without Full Credential	0	.5	1
Teaching Outside Subject Area of Competence	0	0	0
Golden Valley Unified School District			
14-15	15-16	16-17	
With Full Credential	♦	♦	90
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Independence Continuation High	14-15	15-16	16-17
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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>Holt McDougal Literature 9 - 2012 Literature 10 - 2012 Literature American (11) - 2012 Literature British (12) - 2012</p> <p>Bedford/St. Martin Language of Composition - 2013 Literature of Composition - 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Mathematics</p>	<p>Holt McDougal: Geometry - 2001 Holt California Pre-Algebra (Course 2) - 2008 Holt California Algebra I - 2008</p> <p>Cengage: Business Math - 2006</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0</p>
<p>Science</p>	<p>Holt McDougal: Earth Science - 2003</p> <p>Glencoe: Physics Principles and Problems - 2002 College Physics: A Strategic Approach - 2015</p> <p>Odyssey Ware: Environmental Science - online</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>History-Social Science</p>	<p>Holt McDougal: Modern World History, Patterns of Interaction: 2003 The Americans: Reconstruction. To the 21st Century: 2003</p> <p>Macmillan: A History of Western Society (AP): 2006</p> <p>Glencoe: Economics, Today and Tomorrow: 2003 US Government, Democracy in Action: 2003</p> <p>Pearson: Government in America: People, Politics & Policy: 2006 Out of Many: A History of the American People (AP): 2011</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: September 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Holt McDougal: En Español 1; 2000 En Español 2; 2004 En Español 3; 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Glencoe: Health, A Guide to Wellness; 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Required equipment, materials and textbooks are available for all Visual & Performing Arts courses. No unadopted textbooks are being used. The textbooks listed are from most recent adoption: Yes
Science Laboratory Equipment	Required equipment and materials are available for Earth Science, Biology, Chemistry, and Physics. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/20/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	--	--	--	76	66	62	60	56	54

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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	--	--	54	57	44	48
Math	--	--	39	42	34	36

* 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

* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)

Parental and community involvement is a very important component of the Educational Options program. The students, teachers, and administration at Educational Options are very fortunate to have strong support from parents who serve in many ways. Parents serve on School Site Council to provide input on the instructional program and advice on the use of categorical funding. Volunteers are often available to support ongoing school activities.

For more information on how to get involved at Independence Continuation High School, please contact Mrs. Kuljeet Mann at 645-3580.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Independence Continuation High School & Educational Options has a Safe School Plan that is reviewed and updated annually. Plans are reviewed with staff annually often at the beginning of each School Year. Our School Site Council (SSC) approves our Safe School Plan. Emergency drills are conducted to prepare students and staff in the event of an emergency. We strive to maintain a safe, clean, respectful and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff help keep the campus clean and litter free. Site maintenance staff surveys their campus as the first order of business each day. They insure the campus is clean, any vandalism is corrected, and that the campus is presentable and representative of the priority Golden Valley Unified School Board sets on safety and appearance. Educational Options' comprehensive safety plan was reviewed and updated in September of 2016 by the school's faculty. These changes were approved by the Golden Valley Unified School District Board of Trustees on October 25, 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	28.6	35.5
Expulsions Rate	26.9	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	5.7	5.4	6.5
Expulsions Rate	0.0	0.0	0.2
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		40.0

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

* 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*								
	2013-14	2014-15	2015-16	1-22			23-32			33+		
				2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	3	4	5	3	2	1						
Mathematics	2	1	4.5	4	1	2						
Science	5	2	4	2	1	1						
Social Science	4	2	4.5	3	4	2						

* 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

Professional development at Independence High School is focused on implementing the Common Core State Standards in ELA and Mathematics in line with the district. Explicit Direct Instruction and vertical as well as horizontal alignment with comprehensive school are a big focus of staff development. A large component of Professional development is also grounded in serving students that are challenging and unmotivated. Teachers and staff are also trained in State and Federal compliance laws and WASC accreditation components.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,515	\$42,063
Mid-Range Teacher Salary	\$55,145	\$64,823
Highest Teacher Salary	\$69,802	\$84,821
Average Principal Salary (ES)	\$86,425	\$101,849
Average Principal Salary (MS)	\$94,120	\$107,678
Average Principal Salary (HS)	\$102,901	\$115,589
Superintendent Salary	\$130,529	\$169,152
Percent of District Budget		
Teacher Salaries	35%	35%
Administrative Salaries	9%	6%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$25,340	\$24,927	\$413	\$67,153
District	♦	♦	\$5,317	\$58,465
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			-92.2	14.9
Percent Difference: School Site/ State			-92.7	-0.3

* Cells with ♦ do not require data.

Types of Services Funded

The district currently provides support to students through Title I, ELA, and Supplemental funds. After school reading labs are the primary source of expenditures in these categories as well as salaries and professional development for teachers providing support for these students.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Independence Continuation High School	2011-12	2013-14	2014-15
Dropout Rate	8.10	5.10	
Graduation Rate	86.63	91.14	
Golden Valley Unified School District	2011-12	2013-14	2014-15
Dropout Rate	8.10	5.10	
Graduation Rate	86.63	91.14	
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	100
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State

Career Technical Education Programs

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.