

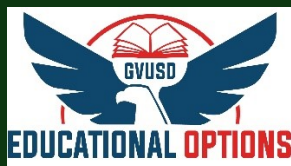
Independence Continuation High School

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

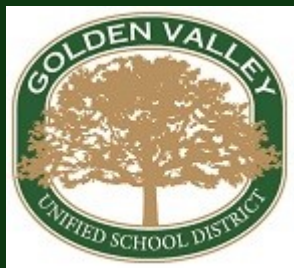
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http://www.gvusd.k12.ca.us/pages/Golden_Valley_USD/Schools/Educational_Options



2017-18 School Accountability Report Card Published During the 2018-19 School Year



Golden Valley Unified School District

37479 Avenue 12
Madera, CA, 93636
559-645-3570
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District Governing Board

Brian Freeman
Mona Diaz
Maria Knobloch
Andy Wheeler
Steven Lewis

District Administration

Rodney Wallace
Superintendent
Kevin Hatch
**Assistant Superintendent of
Educational Services**
Kuljeet Mann
**Director of Human Resources and
Student Services**
Maureen Hester
Director 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 <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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	9
Grade 12	8
Total Enrollment	17

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	70.6
Native Hawaiian or Pacific Islander	0.0
White	23.5
Socioeconomically Disadvantaged	70.6
English Learners	0.0
Students with Disabilities	11.8
Foster Youth	0.0

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 Continuation High School	16-17	17-18	18-19
With Full Credential	1	1	4
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0
Golden Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	99
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Independence Continuation	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<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>
Mathematics	<p>Pearson: Math 1 Vol. 1 & Vol. 2 (Consumable and Online) - 2014 Math 2 Vol. 1 & Vol. 2 (Consumable and Online) - 2014 Math 3 Vol. 1 & Vol. 2 (Consumable and Online) - 2014</p> <p>Cengage: Business Math - 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Holt McDougal: Earth Science - 2003</p> <p>Glencoe: Physics Principles and Problems - 2002</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>
History-Social Science	<p>Holt McDougal: Modern World History, Patterns of Interaction: 2003 The Americans: Reconstruction. To the 21st Century: 2003 United States History: Independence to 1914: 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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Holt McDougal: En Español 1; 2000 En Español 2; 2004 En Español 3; 2004</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 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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 Percent of students lacking their own assigned textbook: 0

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

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: 6/30/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
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	Good	
Overall Rating	Exemplary	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	20.0	27.0	59.0	60.0	48.0	50.0
Math	0.0	0.0	45.0	48.0	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.

School Year 2017-18 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	11	11	100.00	27.27
Male	--	--	--	--
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

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 2017-18 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	11	11	100	0
Male	--	--	--	--
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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 Mr. Avetik Atoian at 645-3580.

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

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 2018 by the school's faculty. The plan with any changes is approved by the Golden Valley Unified School District Board of Trustees annually.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	35.5	25.0	11.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	6.5	6.4	6.1
Expulsions Rate	0.2	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	.25
Social Worker	
Nurse	.05
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.25
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*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	6.0	10.0	9.0	2	1	2						
Mathematics	2.0	5.0	7.0	2	2	2						
Science	3.0	9.0	7.0	2	1	1						
Social Science	5.0	5.0	8.0	2	2	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. Professional development has become part of the daily work life of the Independence Continuation High School teaching team. Teachers, administrators and support staff participate in workshops and seminars, coach one another, plan lessons together, and collaborate for the purpose of student achievement. The professional learning community understands that teachers need collaboration time with one another. As a result, there is much support for providing the time and resources teachers require for the purpose of changing their practice. Teachers are afforded opportunities to participate in curriculum development, learn and share successful methods of reaching students, discuss comprehensive and efficient ways to implement standards, and continue their own learning. The District has provided professional development during the 2017-18 school year. Every month, the Independence Continuation High School team will be involved with professional development and collaboration.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,065	\$45,681
Mid-Range Teacher Salary	\$58,994	\$70,601
Highest Teacher Salary	\$74,675	\$89,337
Average Principal Salary (ES)	\$93,644	\$110,053
Average Principal Salary (MS)	\$93,644	\$115,224
Average Principal Salary (HS)	\$105,786	\$124,876
Superintendent Salary	\$159,657	\$182,466
Percent of District Budget		
Teacher Salaries	32.0	33.0
Administrative Salaries	8.0	6.0

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

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, supplemental materials and professional development for teachers providing support for these students.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Independence Continuation High	2014-15	2015-16	2016-17
Dropout Rate		--	--
Graduation Rate		--	--
Golden Valley Unified School District	2014-15	2015-16	2016-17
Dropout Rate	2.1	6.9	5.2
Graduation Rate	93.8	89.9	91.0
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,010.13	\$1,630.94	\$8,379.19	\$74.675
District	♦	♦	\$3,020.38	\$60,430
State	♦	♦	\$7,125	\$71,392
Percent Difference: School Site/District			94.0	-199.5
Percent Difference: School Site/ State			24.1	-199.6

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	92.9	88.7
Black or African American	0.0	50.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	100.0	33.3	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	100.0	86.4	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	100.0	92.1
Two or More Races	0.0	100.0	91.2
Socioeconomically Disadvantaged	75.0	76.1	88.6
English Learners	0.0	80.0	56.7
Students with Disabilities	0.0	73.7	67.1
Foster Youth	100.0	37.5	74.1

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.