



Independence High School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Kern High School District

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District Governing Board

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Associate 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 entirely 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, a performing arts center 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, 11 portable classrooms, a library, a 716-seat auditorium, a gymnasium, a stadium, two small conference rooms, a parent center and career center, food services area with indoor and outdoor dining space, and 7 bays with student lockers.

Located on the northwest 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 2,138 students for the 2019-2020 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 Hispanic or Latino student population at 60.2%, followed by White, not Hispanic students at 19.5%, African-American students at 7.6%, and Asian, not Hispanic population at 5.5%. The Independence English Learner population for the 2019-20 school year was 1.8%, however, we have a high rate of reclassification for many of these students either as they enter our site or within their first year at Independence. Approximately 56.8% 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 (AP), Honors, and GATE courses are offered in addition to our college prep coursework, along with a robust Career and Technical Education (CTE) program. CTE classes offered at IHS include Ag Mechanics, Ag Small Engines, Ag Floral Design, Multimedia Arts 1 & 2, 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 that has grown to support 9 sections and over 220 students across all 4 classes of students. IHS 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 its 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 fourth 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 2018-2019 school year. The Independence Staff and students were recognized by the California PBIS Coalition with the 2018-2019 Silver PBIS Implementation Award. The site intervention team has grown to include a full time positions for an intervention counselor, On Campus Intervention (OCI) teacher, a Intervention Specialist, and a School Social Worker. A part time Substance Abuse Specialist was also added as a resource during the most recent school year.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	573
Grade 10	550
Grade 11	500
Grade 12	511
Total Enrollment	2,134

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.4
American Indian or Alaska Native	0.9
Asian	5.8
Filipino	1.9
Hispanic or Latino	58.6
Native Hawaiian or Pacific Islander	0.1
White	21.7
Two or More Races	3.2
Socioeconomically Disadvantaged	60.4
English Learners	1.7
Students with Disabilities	11.8
Foster Youth	1.3
Homeless	0.1

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 for Independence High	17-18	18-19	19-20
With Full Credential	96	87	81
Without Full Credential	4	8	7
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kern High School	17-18	18-19	19-20
With Full Credential	♦	♦	1554
Without Full Credential	♦	♦	132
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at Independence High School

Indicator	17-18	18-19	19-20
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 2019-20)

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: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<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>
<p>Mathematics</p>	<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>

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>World History, The Modern World, Pearson 2018</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>
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-Hill, 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>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Health 2007 Prentice Hall The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	various lab equipment appropriate to the course 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)

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: 08/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	RM 801: 2. AC COVER IS LOOSE AND BROKEN
Interior: Interior Surfaces	Poor	STAFF LOUNGE: 4. SMALL WATER STAIN CEILING TILES ABOVE FRIDGE ACTIVITIES/ RM 211: 4. WATER STAIN CEILING TILES CAFETERIA: 4. WATER STAINED CEILING TILE SERVING AREA: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR REGISTRAR: 4. WATER STAIN CEILING TILES HEALTH: 4. WATER STAIN CEILING TILE AT ENTRY LIBRARY: 4. WATER STAIN CEILING TILES BOOK ROOM: WATER STAINED CEILING TILE 7. WATER STAIN IN LIGHT DIFFUSER OFC: 4. WATER STAINED CEILING TILE RM 219: 4. WATER STAIN CEILING TILE 7. LIGHT PANEL IS LOOSE RM 221: WATER STAINED CEILING TILE RM 346/BAND: 4. WATER STAIN CEILING TILE ABOVE DOOR AT ENTRY RM 601: 4. WATER STAINED CEILING TILE RM 602: 4. WATER STAINED CEILING TILE RM 603: 4. WATER STAINED CEILING TILE 11. PAINT IS CHIPPING ON INTERIOR DOOR RM 604: 4. WATER STAINED CEILING TILE RM 614: 4. WATER STAINED CEILING TILE RM 615: 4. WATER STAINED CEILING TILE RM 617: 4. WATER STAINED CEILING TILE RM 618: 4. WATER STAINED CEILING TILE RM 702: 4. WATER STAINED CEILING TILE 7. WATER STAIN IN LIGHT DIFFUSER 11.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		PAINT IS CHIPPING ON INTERIOR OF DOOR RM 703: 4. WATER STAINED CEILING TILE RM 704: 4. WATER STAINED CEILING TILE RM 705: 4. WATER STAINED CEILING TILE RM 706: 4. WATER STAINED CEILING TILE RM 707: 4. WATER STAINED CEILING TILE ABOVE WINDOW RM 803: 4. WATER STAINED CEILING TILES/FORMICA IS BROKEN ON TEACHER DESK 11. PAINT IS CHIPPING ON INTERIOR OF DOOR RM 804: 4. WATER STAINED CEILING TILE 11. PAINT IS CHIPPING ON INTERIOR OF DOOR RM 805: 4. WATER STAINED CEILING TILE RM 807: 4. WATER STAINED CEILING TILE RM 814: 4. WATER STAINED CEILING TILE 7. LIGHT DIFFUSER IS MISSING RM 815: 4. WATER STAINED CEILING TILE RM 817: 4. WATER STAINED CEILING TILE RM 904: 4. WATER STAINED CEILING TILE RM 905: 4. WATER STAINED CEILING TILE RM 907: 4. WATER STAINED CEILING TILE RM 908: 4. WATER STAINED CEILING TILE RM 909: 4. WATER STAINED CEILING TILE RM 910: 4. WATER STAINED CEILING TILE RM 911: 4. WATER STAINED CEILING TILE RM 912: 4. WATER STAINED CEILING TILE 7. WATER STAIN IN LIGHT DIFFUSER RM 915: 4. WATER STAINED CEILING TILE 7. WATER STAIN IN LIGHT DIFFUSER RM 1001: 4. WATER STAINED CEILING TILE RM 1002: 4. WATER STAINED CEILING TILE WORK RM/1004: 4. WATER STAINED CEILING TILE WORK RM/1009: 4. WATER STAINED CEILING TILE RM 1012: 4. WATER STAINED CEILING TILE RM 1013: 4. WATER STAINED CEILING TILE RM 1101: 4. WATER STAINED CEILING TILE RM 1103: 4. WATER STAINED CEILING TILE RM 1104: 4. WATER STAINED CEILING TILE RM 1106: 4. WATER STAINED CEILING TILE RM 1107: 4. WATER STAINED CEILING TILE RM 1114: 4. WATER STAINED CEILING TILE RM 1125: 4. WATER STAINED CEILING TILE RM 1201: 4. WATER STAINED CEILING TILE
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	100% Rating on FIT for cleanliness; no items noted on most recent FIT.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	RM 341: 7. LIGHT DIFFUSER IS LOOSE 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 RM 912: WATER STAIN IN LIGHT DIFFUSER 600 WORK ROOM: 7. LIGHT PANEL LOOSE ROOM 219: 4. WATER STAIN CEILING TILE 7. LIGHT PANEL IS LOOSE BOOK ROOM: WATER STAINED CEILING TILE 7. WATER STAIN IN LIGHT DIFFUSER
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	100% Rating on FIT for restrooms/sinks/fountains; no items noted on most recent FIT.
Safety: Fire Safety, Hazardous Materials	Good	SERVING AREA: 11. PAINT CHIPPING ON INTERIOR OF DOOR BOYS LOCKER RM: 11. PAINT CHIPPING ON WALLS RM 346/BAND: 11. PAINT CHIPPING ON WALLS RM 702: 11. PAINT CHIPPING ON WALLS RM 707: 10. DOOR IS BENT AND BROKEN ON FIRE EXTINGUISHER CABINET RM 803: 4. PAINT CHIPPING ON INTERIOR OF DOOR GYM: 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET NORTH EXIT
Structural: Structural Damage, Roofs	Good	100% rating on most recent FIT for structural damage and roofs, with no deficiencies noted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	56	65	49	51	50	50
Math	21	20	22	21	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	18.1	29.1	28.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 and foreign languages 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 math or English are placed into either ACCESS or the appropriate math course based on the district's 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 10th-12th 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. An after school section of APEX is also run during the second semester to provide an additional opportunity for students to take coursework for credit recovery without impacting their regular schedule. Kern Learn is also available to students that need an educational option that provides a combination of on-campus and online courses.

**School Year 2018-19 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	481	460	95.63	64.92
Male	250	241	96.40	60.42
Female	231	219	94.81	69.86
Black or African American	33	31	93.94	67.74
American Indian or Alaska Native	--	--	--	--
Asian	26	26	100.00	53.85
Filipino	--	--	--	--
Hispanic or Latino	288	278	96.53	63.31
White	105	96	91.43	68.42
Two or More Races	17	17	100.00	82.35
Socioeconomically Disadvantaged	287	270	94.08	63.20
English Learners	40	39	97.50	25.64
Students with Disabilities	45	41	91.11	14.63
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 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	481	462	96.05	20.13
Male	250	243	97.20	19.34
Female	231	219	94.81	21.00
Black or African American	33	31	93.94	12.90
American Indian or Alaska Native	--	--	--	--
Asian	26	26	100.00	26.92
Filipino	--	--	--	--
Hispanic or Latino	288	279	96.88	18.64
White	105	97	92.38	21.65
Two or More Races	17	17	100.00	23.53
Socioeconomically Disadvantaged	287	272	94.77	15.44
English Learners	40	39	97.50	5.13
Students with Disabilities	45	42	93.33	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 2019-20)

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. Quarterly School Site Council (SSC) meetings allow parents to give their insights on the programs and processes 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 Blackboard to notify parents through phone, text, and email messages of important information upcoming events.

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. Parent information nights on a variety of subjects have been organized and hosted on campus including hosting guest speakers from local law enforcement, mental health organizations, and the IHS counseling team. Counselors have presented financial aid workshops, as well as 4 year planning and college information.

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 Comprehensive School Safety 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 six campus security personnel is charged with monitoring students' behavior and enforcing the education code.

Date School Safety Plan last reviewed: October 24, 2019. This plan was approved by the School Site Council and submitted for Board Approval.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.7	9.7	8.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	9.6	8.8	9.3
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	361.7

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

* 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	23	50	21	43	25	41	16	48	20	58	26	35
Mathematics	23	40	24	38	25	33	18	44	20	44	38	24
Science	22	33	10	33	24	27	10	28	19	31	26	11
Social Science	22	43	5	39	25	33	2	43	20	44	8	36

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

KHSD provides ongoing, subject-specific PD to strengthen the instructional capacity of teachers and build strong professional learning communities (PLC) within the organization. PD needs are regularly assessed by examining district and site data and by consistently checking with teachers and administrators to determine the critical needs for teacher support and student growth. Teachers meet regularly to collaborate in their PLC to share best practices and review student performance data.

Both the literacy and numeracy trainings are high priorities for the district because of the numbers of students who read below grade level (about forty percent of the total student population) and/or are not algebra ready upon entering high school (approximately one-third of incoming ninth-grade students). The district collaborates with its feeder districts to leverage practices to increase the skill levels in both reading and math. It also strives to increase the college-readiness of all students by working with its post-secondary partners to reduce college-attainment barriers. One such effort focuses on ways to share data inter-segmentally in order to align curriculum better, administer college-entrance assessments efficiently, and determine the skill gaps preventing students from achieving in their first year of college.

The district often hires outside agencies to set a training benchmark. Such trainings may include building and using assessments effectively and developing teacher leaders – e.g., PLC and department leaders. The district also encourages teachers to attend conferences in their subject matter. This year, teachers attended several conferences through Solutions Tree, focusing on leadership, mathematics, and assessment, as well as local, state, and national conferences in their subject areas. Typically, once teachers return from trainings or conferences, they meet in their departments to build resources or PD based on the trainings.

The district's view on PD strikes a balance between offering local and outside trainings, as well as providing opportunities for district-wide and site-based collaboration. The ultimate goal with all the PD is to maximize instruction for optimal student learning to take place each day.

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 training 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 school-wide 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 helps 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
- Restorative Practices
- Get Curious, Not Furious
- School-wide Literacy training
- AVID Summer Institutes
- Various core content specific training

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 its instructional practices.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,314	\$52,466
Mid-Range Teacher Salary	\$70,772	\$87,373
Highest Teacher Salary	\$105,728	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$142,025
Average Principal Salary (HS)	\$135,691	\$153,904
Superintendent Salary	\$255,809	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	33%
Administrative Salaries	4%	5%

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

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

Rate for Independence High School	2015-16	2016-17	2017-18
Dropout Rate	2.2	1.4	2.4
Graduation Rate	94.6	95.2	95.3

Rate for Kern High School District	2015-16	2016-17	2017-18
Dropout Rate	8.4	5.7	6.1
Graduation Rate	87.3	88.9	88

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	683
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,882	\$1,841	\$6,041	\$80,179
District	N/A	N/A	\$8,434	\$76,436.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-33.1	6.8
School Site/ State	-21.6	-7.3

Note: Cells with N/A values 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.

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	74.32
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	41.94

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	5	N/A
Science		N/A
Social Science	15	N/A
All courses	23	15.9

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

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

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 32 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 33 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 seven 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 26 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 <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.