



Independence High School Self-Study Report

929 Second Street
Brentwood, CA 94513

Liberty Union High School District

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ACS WASC/CDE Focus on Learning Accreditation Manual,
2017 Edition



Liberty Union High School District

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District Mission Statement

The Liberty Union High School District is committed to focusing its resources on the achievement of academic and personal success for all students. Schools will develop students' ability to think critically, make rational decisions, communicate effectively and act responsibly. Schools will provide a safe and personalized environment, value diversity and collaboration, and encourage respect for others and self. Multiple avenues will be provided to assure all students master a basic core of knowledge, become a productive community member, and succeed in our global society.

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Independence High School

Home of the Owls!



MISSION

To inspire all students to learn by providing opportunities for academic achievement and personal success.

VISION

Students will graduate as self-directed learners who are effective, clear communicators and responsible citizens prepared to compete globally in the 21st century.

STUDENT LEARNING OUTCOMES

Upon graduation students will be . . .

- 1) **self directed learners who:**
 - use high order thinking skills of application, analysis, synthesis and evaluation in practical situations.
 - demonstrate technological literacy by using skills to calculate, solve problems, and collect data.
 - develop a personal career path and/or educational plan.

- 2) **effective, clear communicators who:**
 - read, write, speak, and listen reflectively and critically.
 - convey and understand ideas, feelings, and beliefs through written and oral expression.
 - utilize technology effectively to convey ideas and share learning.

- 3) **responsible citizens who:**
 - advocate for themselves in order to make the transition into the world of work or future education.
 - contribute to the welfare of self, the school community, the environment, and the world.
 - demonstrate respect for diversity of culture, language, and opinion.

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Preface

Our self-study is part of an on-going reflection process that is embedded in our school culture as we periodically discuss school climate, academic achievement and progress on district, school and departmental goals. As our self-study year has drawn closer we have focused our weekly professional development meetings toward working on this document. This began in early 2017 with discussions of the WASC process and the requirements of the self-study. Stakeholder meetings with parents and students began in early spring of 2017 and continued through November as this document came together. A good representation of the school community participated in this reflection process.

The formation of home and focus groups to address the specific sections and chapters of the report began in late spring of the same year. Home and focus groups continued their work through October, at which time final discussions about student needs and goal setting for the next six years were had.

Given the fact that we have 25 total staff members, we truncated the home and focus group processes. Rather than having each group meet separately we met as a whole group and then divided up into our home groups within the same room. The home groups were not specific to subject matter or area; instead, we combined subjects to make a group of four (e.g. Science and Math teachers). At the conclusion of each meeting, groups would share their research, analysis and perspectives. As we moved into focus groups a similar process occurred in which we would all meet in the same room and divide up into our groups. After completing a few questions at each meeting we would return to our home groups to discuss findings. Meanwhile, the same discussions were being held with students and parents. Additionally, district administration was periodically consulted for feedback on our process.

This method allowed us to begin honing our list of student needs early, along with identifying our successes along the way. With the input from our school community, we were able to brainstorm ideas and solidify our next set of long term goals. As an additional step, we allotted time to have each department, including office staff, create an action plan of their own describing how they will help the school achieve the goals.

As the document came together, many of the faculty and staff members actively participated in editing and reviewing for clarity and accuracy. Finally, prior to submitting our Self-Study Report to our visiting WASC committee for review, we will present our findings to the Liberty Union High School District Board of Education for feedback and comments.

Chapter I: Progress Report

Independence High School has undergone significant positive changes since our last full self-study in 2012. The most significant change was in the 2013-14 school year when we introduced a more collaborative approach to learning by establishing a rotating academic wheel format (The Wheel). A host of changes have happened in the areas of curriculum, instruction, and assessment as well. For example, in order to increase student learning in the subjects of English and Science, two programs have been developed in the last several years, both focusing on hands-on, skill-based learning.

With these changes we have seen an increased interest in our school which has somewhat shifted the type of student who enrolls. For example, in the last few years we have had a significant enough population to allow us to offer a variety of upper level Math courses including, Algebra 2 and Statistics. Additionally, at the start of the 2013-14 school year, our district's high school General Education Development program (Bridgeway) was moved under the umbrella of Independence High School. Bringing the program under our umbrella has meant that transferring students to this program has become seamless and less stigmatized. With this change, students remain on our campus and become eligible to participate in graduation ceremonies once they have passed all required tests.

Finally, the changes have strengthened our partnerships in the local community and area. The community supports our school model and design. Additionally, over the last several years our school has been sought out and visited by other like schools for advice and support.

SIGNIFICANT DEVELOPMENTS:

New School Model Created – The Wheel

During the 2012-13 school year, in order to be compliant with No Child Left Behind (NCLB), the California Department of Education (CDE) forced independent study schools to rethink their school models. In order to meet the NCLB requirements, we decided to provide single subject credentialed teachers rather than multiple subject which had previously been acceptable. With this change, in the 2013-14 school year our school administration, with district support, decided to create a new school model which we now refer to as “The Wheel”. This model is a hybrid between a complete independent study model where students meet with one teacher every week and a traditional high school classroom-based model. The Wheel format assigns students to a weekly 90-minute appointment with a primary teacher along with one to two other core subject matter teachers (except Math). Along with teaching their subject matter, the primary teacher is responsible for monitoring student progress and completing the necessary paperwork, including attendance (ADA). During their appointment, students rotate between specific single subject credentialed teachers for the core subjects of English, Social Science and Science (if needed). Additional electives in the fields of

English, Science and Social Science may also be taken on The Wheel. Students attend Math and available elective classes in a more traditional classroom setting.

As the state requirements have changed, and we have found better ways to support student needs, we have adjusted and revised The Wheel accordingly. Initially, The Wheel was a two-hour appointment with a supervisory teacher (non-academic) and two to three core academic teachers. The supervisory teacher's responsibility was to monitor student progress and complete all necessary paperwork. The single subject matter teachers would review student work, assess their knowledge, and assign new work for the upcoming week. During an typical appointment, teachers would see an average of four to six students. Our first revision was in the 2015-16 school year. Once again, the state had changed its tracking and reporting requirements and the district and school eliminated the supervisory teacher position. We were able to retain the appropriately credentialed teachers along with offering them a contract (Critical Growth Area from our last full visit). The school then created a "primary" teacher position; single subject matter teachers serving in a dual role as the former supervisory teacher and a single subject matter teacher. In addition to their teaching duties, the primary teacher oversaw a caseload of students and monitored progress (in collaboration with the school counselor). The Wheel remained a two-hour appointment.

This school year (2017-18) has seen an additional change to the model based on school logistics and student needs. Since the inception of The Wheel model, there were some challenges with appointment times conflicting with Math schedules; while appointments ran two-hours long, Math classes were only 90 minutes (basically matching the comprehensive site's 88 minutes). This often meant we could not coordinate student Wheel appointments with their Math classes without at least 30 minutes in between. We also had a perennial challenge with students leaving after their Wheel appointment or Math class and not returning for the latter class/appointment. Since our students frequently showed burnout after 90 minutes, reducing The Wheel appointment by 30 minutes as opposed to increasing the Math time was suggested. After many Instructional Leadership Team (ILT) discussions and staff meetings, we ultimately decided this would be best for student success. The Wheel was adjusted to a 90-minute appointment. Teachers still average seeing about six students during each Wheel appointment in this newest iteration of the model.

The Wheel has brought some significant improvements to the school as students are able to have one-to-one and small group contact weekly with teachers credentialed in each subject matter. Teachers now have more freedom to create specialized curriculum with increased rigor and assessments. The new model has also allowed for the creation and implementation of programs such as the Outdoor Wetlands Learning (OWL) program within our Science department. Programs have blossomed because teachers can focus on specific single subject curriculum and the needs of students.

We have seen an increase in field work-based learning and participation in local and national competitions such as Poetry Out Loud (POL). We also believe that this latest adjustment to The Wheel, along with our Wheel Intervention Program (WIP) to be mentioned later, have led to the significant improvement in our recent attendance rate (ADA has seen an increase of 6% in one semester from 78% to 84%).

However, the new 90-minute Wheel format has challenged our teachers to continue to build strong connections within the shortened time. One of the things that the faculty and staff pride themselves on is knowing our students as individuals and playing an active role in their lives. Our students (as our survey data shows) often come here because something in their life has derailed their forward progress. As such we have had to actively create programs, systems and procedures to support students in different ways.

Focus on Social-Emotional Needs of Students

While this isn't strictly speaking about change, it is certainly something that we have chosen to focus on as a school community, particularly since the shift in our school model. We have long understood the nature of our student population and their need for additional support both academically and emotionally. Over the last four years during professional development, staff, SLC and department meetings we have deepened our discussions surrounding this topic and have made a concerted effort building supports.

We started out with basic mindfulness techniques to help students calm themselves and be more mentally present during their time at school. These techniques were taught to teachers and practiced during our own faculty meeting times. Anecdotally, students responded positively to this kind of support. Teachers have also increased teaching life skills (soft skills), such as time management and prioritization. This is done through The Wheel, as well as part of various elective classes such as Skills for Living and Foundations for Success. Teachers have shared handouts and curriculum that they have used with each other to further support students in building their skills.

During the current school year, we decided to adopt two pieces of curriculum, the TOOLBOX and "Don't Get Me Started". Both of these seek to help students self-monitor their decision-making and behavior by teaching core skills that they may have missed along the way. The TOOLBOX was implemented this school year and teachers are learning about the tools and beginning to find ways to implement the curriculum with students. The "Don't Get Me Started" curriculum is being piloted by our Leadership class and we will review and interpret the feedback from students and teachers at the end of the school year to decide where we go from there with it.

We also solicit feedback from our students about our campus' climate through our District Diversity Coordinator, who hosts a quarterly opportunity for our students to voice their opinions about the school, things they would like to see happen, and

possible things that don't work. This is a very collaborative opportunity for student voices to be heard in a safe and open environment. Issues can be anywhere from something fun like increasing school-wide community building events, to a more serious social issue like LGBTQ+ or bullying awareness. Students then try to brainstorm implementation and then will usually communicate with our Leadership program. Notes from these meetings are also given to administration so that action may be taken on issues of concern. The feedback from our students recently resulted in a school-wide anti-bullying campaign led by our Student Leadership class.

Master Agreement Change

Aligning with the state guidelines and the California Consortium for Independent Study (CCIS), our school executes a written agreement once per year for each student. The agreement outlines the federal, state, district and school guidelines and lists courses in progress. The agreement is reviewed annually and discussed with the state auditor. Previously, the agreement had to be executed each semester, creating significant challenges with parent signatures and course additions and drops.

Improvements to our Response to Intervention (RTI)

Since our last self-study we have implemented many improvements to our RTI approach which are identified by three categories – academic support, alternative programs, and social-emotional supports.

In terms of academic support, we have added mandatory Math Labs for at least one hour a week for all students. For those that are struggling, Math Labs are available each day. For our students with IEPs and 504s we have created a Tutorial Support class which is mandatory for those with IEPs (unless determined by the IEP) and optional for students with 504s. During this class students receive one-to-one support from our SPED teacher and/or the paraprofessional (instructional assistant) to help them with assignments, school work, assessments or whatever has been determined through the IEP. The teacher for this class works closely with the core teachers to ensure students are getting the support they need. Last spring, we also began a new support for keeping students on pace which we refer to as the WIP. Students who do not have their work completed when they come to their Wheel appointment are required to stay at school and complete their assignments. The parent or guardian of the student is notified that the work was not completed. While it is still early, we have seen an increase in ADA, from 78% to 84% when comparing the same time period before and after the implementation of the WIP. For us, ADA equates to work turned in. These numbers show a sharp increase in a short period of time. If the trend continues this should lead to an increase in on-time graduation rates. Our RTI model also includes additional social-emotional supports.

Curriculum Changes

All core subjects have been undergoing massive standards and curricular shifts starting about four years ago. The Math department was the first to migrate over to the Common Core State Standards (CCSS) in 2014, followed by the English department. Math and English are now fully migrated to new curriculum and textbooks. This has led to increased rigor in the curriculum with more integrated assessments and, in the case of Math, increased small group and peer teaching.

Social Studies (Social Science) and Science are still in the process of migrating to new standards and frameworks. The district is working with the Science department, creating entirely new Science courses that align with the Next Generation Science Standards (NGSS). The NGSS courses will begin in the 2019-20 school year. Although this is the case, curriculum has already begun to shift toward the new standards giving emphasis to real world labs based on local ecology. Science will begin the process of textbook adoption next year at the earliest. Social Studies is adopting new textbooks this year and they have been working on creating new curriculum that is more in line with the new frameworks, which emphasize more critical and historical thinking.

New Programs

With ongoing assistance from the Secondary Specialized Program (SSP) grant (initially awarded in the 2013-14 school year) from the CDE, we continue to develop in the area of environmental studies with the OWL program and collaborate with local partners which have included The East Bay Regional Parks at Big Break, Dow Chemical, The Friends of Marsh Creek, The City of Brentwood, Contra Costa Flood Control, Save Mount Diablo and The Regional Occupation Program. Grant funding has allowed us to develop six additional Science courses for students including Environmental Science, Entomology, Field Studies and Chemistry in the Community. All students take OWL Biology (or Estuary Biology) which is a unique district and A-G approved course that follows state Biology standards while using our local ecology and watershed as its teaching ground. Currently, approximately 15% of students are enrolled in science-based courses. Students in this program are exposed (through curriculum and regular field work) to real-world career focused experiences in the environment. Students who then take our advanced field work-based elective – Field Studies, translate those experiences into showcases of their knowledge at the local elementary schools. During the Ecosystem Roadshow our students teach elementary students about our local ecology. Students finish this course with an end of the year self-guided environmental research project at one of our partner sites.

Our English department has also created a larger program with grant funding from a variety of sources including: The Brentwood Rotary Club (Rotary Club), Dow Chemical and the Leshner Foundation. Recognizing that students have a difficult time with the core skills in English – reading, writing, listening and research, as evidenced by last year's CAASPP scores, in which less than 17% scored at the “above standard” level in

each of these areas, they resolved to make English more hands-on and implemented the Literacy through Theater and Performance (LTP) program. Pieces of this program have been available to students for many years, but it has only been within the last two years that it has been formalized into a more cohesive program. The goal of this program is to bring English skills alive through performance and theater. Students are exposed to theater performances several times a year and are given opportunities (and strongly encouraged) to participate in our Theater class and Poetry Out Loud (POL) program, both of which regularly bring in professional performers. In both program pieces, students interact with text from a performance perspective, thus requiring them to engage in more personal ways that promote reflection and deep analysis. At this time, we do not have any significant level of viable hard data to show the impact of the program. However, in the next few years we will be looking at data from both the CAASPP and our ICAs, as well as the completion rates of English requirements as markers for program success.



The Life After High School – What’s Next? (LAHS) program is the result of years of work to bring multiple community partners together to help our students understand what their options are upon graduation. It began in 2015 with the creation of a school-wide theme, quarterly presentations and field trips centered on college-career (post-high school) opportunities. We received a wealth of positive feedback from these events and decided to make this an on-going part of the school’s offerings. Thus, the program was born.

As this program was forming, a partnership with Los Medanos College (LMC) was created as well, and the result was the development of our Student Success Seminars (SSS). Now, in collaboration with the IHS counselor, a LMC counselor provides regular (almost monthly) onsite orientations and college planning (including FAFSA

workshops) for our students and families. These seminars have been well attended, particularly the FAFSA workshop when offered in the evening for parents and students. Throughout the school year, the staff reinforces the theme of Life After High School by working together as a school community helping with post-high school plans. Departments embed assignments into curriculum surrounding the theme. Our school counselor meets with students on a one-to-one basis to set up a college and career readiness plan during their academic tenure with us, focusing most particularly on our seniors, as they often make up nearly half of our school population. This meeting helps students with the scheduling of classes, creating a graduation plan and formation of their goals for after high school.

During the 2016-2017 school year, we introduced the Wheel Intervention Program (WIP). This program is in response to an ongoing challenge over the years for any student who is, for whatever reason, unable to complete his/her independent study assignments at home and is now falling behind (e.g. lack of motivation, home support, poor study habits, etc.). The objective is to support the on-campus student with the completion of prior weekly assignments before issuing additional assignments. The WIP is issued to a student if they arrive to their academic Wheel appointment without work completed. The parent is immediately contacted, and the student is required to stay and complete all necessary work. When the student has completed the assignment(s), they will receive the next week's assignment(s) along with guidance in hopes that they will come better prepared the following week. If a WIP is issued to the same student more than three times, the student is then referred to administration for further interventions.

CRITICAL AREAS FOR FOLLOW-UP FROM VISITING COMMITTEES – 2012 AND 2015:

Since 2012, our annual Single Plan for Student Achievement (SPSA) has been dedicated to achieving school goals and addressing the WASC Critical Areas for Follow-Up noted during the visits. The yearly action plans were created, revised and updated with staff and community input and support during SSC, ILT and staff meetings. The plans were then reviewed regularly by all stakeholders to ensure that we were on track and making reasonable progress toward our goals.

Our Visiting Committee (VC) from 2012 gave us three core areas for follow-up, and during our mid-cycle visit our committee agreed that two of the three areas had been met, and the third had been partially met. The mid-cycle committee did not add any additional areas for follow-up.

In order to improve stakeholder support, the school should find ways to improve community perceptions of the student body and the achievements of the school.

The VC from the mid-cycle 2015 visit agreed that this area for follow up has been met. They cited that our school website as an active tool for communication with our community. Additionally, it was documented that our increased presence with the OWL program has had a positive impact in the community and has built strong local partnerships. Our Leadership class was also cited because their community service includes food and toy drives, as well as hosting events like our Back to School BBQ. Interviews with students and parents by the committee, validated the feeling that the reputation of our school was changing to that of a school of choice, rather than a school for the “bad kids”.

The school needs clear employment policies and practices, related to qualifications and statutory requirements of all staff.

The VC from the 2015 mid-cycle visit agreed that this area for follow up has been met. The rationale for this was our switch from hourly non-contracted teachers to salaried contracted teachers as part of our shift to The Wheel school model. We now have 14 full-time contracted teachers, and one 80% FTE contracted teacher. These teachers are all appropriately credentialed and teaching core courses within their credential scope. We do still have five hourly teachers who are generally part-time, certificated teachers who have retired from full-time district teaching duties and are teaching elective classes a few times a week. This is marked improvement from the nearly 12 contracted teachers and 10 full-time hourly teachers employed at Independence High School during our mid-cycle visit.

Formative assessments (benchmarks) are needed in all content areas. This data needs to be used to adjust instruction for student success.

The VC from the mid-cycle visit agreed that this area for follow up has been partially met. This conclusion was based on evidence that we were in the process of rolling out new ICAs which are district-wide, quarterly, core subject matter tests. Assessments had been revised and implemented in all core subjects including newly created assessments for our CCSS-based Math and English, which were in their first year of implementation. The scores for these various assessments were then analyzed within the departments and results discussed at staff meetings and professional development mornings as needed.

Since our mid-cycle visit we have fully implemented the ICAs in all subjects and students take them at the end of each semester. English and Math have fully implemented CCSS-based assessments and Social Studies and Science are working on new curriculum and assessments to meet the new standards and frameworks recently adopted by the state. We also now have CAASPP assessment results to analyze as well, which is done by the whole faculty and action plans are created to address issues found from the analysis and discussion. Curriculum and instruction is adjusted both

by the individual teacher based on student results, and by departments annually as they revisit weekly assignment pieces for the following school year.

Assessments are a continuing challenge for us because our student population is in constant fluctuation. So, while the assessments do show us what students have learned at that point in time, it is hard to know if this is a result of their learning at a prior school or because of our own instruction and curriculum. This topic is under discussion in many different committees, and we are actively looking for ways to better understand not only what students are learning but the effectiveness of our own instruction.

ACTION PLAN PROGRESS:

The action plan goals below are from our 2016-17 SPSA. Our action plan for 2017-18 has already begun to incorporate our new goals based on our self-study process this fall. The goals below reflect the evolution of our original goals as student needs changed and improvements were made on a site level. After our mid-cycle report where the VC agreed that we had met nearly all of the critical feedback pieces from our 2012 visit and had no other feedback to give, our staff decided to create a new set of goals that expand upon both our original goals as well as evolving student needs.

- **Goal A –**

Formative assessments in all content areas. Data needs to be used to adjust instruction for student success (only remaining Critical Area for Follow-Up).

We have instituted semester ICAs in all core subjects, as well as proctored in class assessments so that we have sufficient data to work with in order to improve curriculum and instruction. Specifically in ELA, curriculum and instruction is adjusted both by the individual teacher based on student results, and by department annually as they revisit weekly assignment pieces for the following school year. In Math, instruction is adjusted by the individual teacher based on student results as the class moves forward or a concept is revisited. Our CAASPP and ICA results have shown that students generally perform better in the ELA assessments versus the Math assessments (across all genders, socio-economic status, ethnicity and disabilities – CAASPP data) but neither subject has seen strong improvement. Based on ongoing reflection, data analyses, and past experiences, we have created new supports to best achieve this goal which will be reflected later in this document.

Strengthen student achievement in the standards-based areas of English Language Arts (ELA) and Math.

We continue to address the area of student achievement in ELA and Math as we are not satisfied with the overall understanding and achievement levels in grades, credits and standardized test results. Over the years, we have addressed the area of ELA by implementing interventions such as 3D English, READ 180, and our LTP program. In Math, we have addressed the need by implementing Math Labs and socio-metrics in the classroom. Initially, Math Labs were optional, and we found that few students

were taking advantage. This year, Math students are required to attend at least one lab per week.

Because our population is transient, we are often challenged with the fact that we do not have as much time as we would like with the student. Students enroll throughout the year at all different academic levels. More often than not, students are found to be behind in graduation requirements and state measures (e.g. typically our 11th grade student has rarely been exposed to Algebra 2 by the time CAASPP testing begins).

In the last three years for example, we have seen an average increase of 40% in our junior population between the start of our school year and the third academic quarter just prior to CAASPP testing. With that being said, it gives us very little time to make the impact we feel is necessary to influence more positive assessment results. The majority of our student population however, are seniors and 5th year seniors (for the last 3 years they have been over 60% of our total school population). Our juniors average only about 25% of our population.

The shorter-term nature of our student population makes it harder to draw direct correlations between our curriculum and instruction and student scores. Therefore, we continue to make a concerted effort to recruit struggling second-semester sophomores and first-year juniors to our site earlier rather than later. Board policy does state that our students must be 16 years of age or older, but this may be waived by the superintendent or designee depending on the individual situation. More often times than not this is the case.

In English in the 2016-17 school year, the district implemented Springboard (newly adopted ELA curriculum). Since our students are sometimes working on previously failed courses and have not yet been exposed to newly adopted curriculum, we usually fully implement new curriculum a semester to a year after it is rolled out to the comprehensive sites. With Springboard, it is evident that our students are challenged with the rigor of the material including the writing assessments, and the critical thinking exercises. Furthermore, we feel that the newly adopted curriculum and transition mid-year may have contributed to lower ELA student achievement and performance levels on the CAASPP.

Our Math instruction time is far less than the comprehensive sites and often we fall behind the district pacing guide. Additionally, most of our students come to us with little success in Math previously and many have had prior truancy issues. On top of that, our students do not take full advantage of our daily Math Labs, even though one lab a week is required.

We also continue to be faced with the fact that one of our two Math positions for the last five school years has had turnover. The transition period for new Math teachers unfamiliar with our school format has been a challenge. Not all teachers are suited to work with our high needs population and we have struggled to find a Math teacher who “gets” our students. As a result, we have increased the support that new teachers

receive on our campus to include frequent meetings with our other Math teacher, school counselor, and principal.

While acknowledging challenges, we continue to create and implement many different systems, programs, and supports to increase academic achievement. Our RTI system has been refined over the last few years and is now a well-oiled machine, in that staff now understands how to identify and support students in need. As part of our RTI system, we focus on early referrals to the school counselor if students are not keeping up with their weekly assignments and frequent updates of progress to parents either through personal contact or through the Aeries Portal. Our WIP, which requires students to complete assignments, has been a highly successful way of ensuring students continue to make forward progress instead of having the same assignment re-assigned week after week.

Specifically for ELA, English remediation classes have been created to support students who are credit deficient from prior school years. In order to support literacy, we continue to create hands-on learning opportunities such as our LTP and POL. For Math, as previously stated, we have implemented Math Labs and socio-metrics in the classroom.

Beyond these changes, we have also included more professional development and specific training with district Math coaches (Math Summits) as one of our methods toward making progress on this goal. Our teachers and administrators have begun meeting together to better understand the trends, identify ways to implement support and collaborate on changes. Additionally, the district has outsourced with McREL International, a non-profit, non-partisan education research and development organization to assist us with turning knowledge about what works in education into practical, effective guidance and training for teachers and education leaders.

- **Goal B –**

Increase the number of credits completed and satisfactory progress in relationship to the individual needs of the student.

As overall enrollment increased, so did the number of credits. Along with that, we have seen a decrease in our dropout rate. These positive changes are relatively recent, and we believe are based on newer programs such as our Math Labs and the WIP. We would like to have a more unique personalized education plan in which credits are based on the individual student enrollment time and requirements.

- **Goal C –**

Sustain interpersonal relationships in order to provide a personalized learning environment and support student success (based on original 2012 WASC Goal 2).

When we review and interpret the feedback from students and parents, one of the universal things we hear is how much the relationships between teachers and students matter and that those relationships make a significant difference in student motivation and success. One of our students summed it up nicely by saying, “This is

constant motivation for your teacher to never stop and to keep pushing forward.” Despite all of the changes our school has undergone in the last six years, our commitment to personalized education for every student has not wavered. The basis for these relationships and the personal support we provide our students starts with the one-to-one connection built by the primary teacher. Students are also strongly encouraged to come to school during their non-class or appointment times to seek assistance when needed.

As a school we focus on culture and creating and maintaining a welcoming school environment where students feel safe and valued. The staff is non-judgmental and has a zero-tolerance policy for anything that resembles emotional or physical bullying. Because we are such a small school, teachers and staff recognize most students regardless if they are in their SLC. We go out of our way to make sure students are seen and heard on a daily basis. Often this is just a simple “hi” or “good morning” while using the student’s name. Other times we may be confirming class schedules and encouraging attendance in Math Labs or Study Hall.

Over the last four years, much of our professional development has focused on strategies to support the emotional well-being of the student. We spent time researching and practicing mindful breathing techniques. The response from the school community was overwhelmingly positive, leading to further development of mindfulness. Thus, this school year we formally adopted the TOOLBOX (social-emotional resilience) program, and socio-metrics in the classroom which allow us to gain valuable insight into the social dynamics of our students, with the hope that this will lead to more positive, productive relationships where all students feel safe, comfortable and valued.

- **Goals D and E –**

Build connections and collaborate with local community colleges surrounding the development of college and career opportunities for students.

Sustain a “real-world” school-wide theme that surrounds college and career opportunities for our student population.

Both goals are in relationship to college career readiness. To address these goals, we have enhanced our relationships with local businesses, and deepened our partnerships with community colleges and other technical or trade schools. With that, we created the LAHS program.

The LAHS program is the result of years of work to bring multiple community partners together to help our students understand post-high school options. It began in 2015 with the creation of a school-wide theme, quarterly presentations and field trips centered on college and career opportunities. We received a wealth of positive feedback from these events and decided to make this an on-going part of the school’s offerings and thus the program was born.

As this program was forming, a strong partnership with LMC was created. With the assistance of the East Contra Costa Career Pathways Trust 2 (ECCCPT2) consortium, we have elevated our partnership with LMC and made it possible to have a LMC counselor onsite providing orientations, college planning, workshops and seminars assisting in the development of our students in the area of college and career readiness. These events have been well attended, particularly the evening student-parent FAFSA workshops.

Our school counselor meets with students and parents to set up a college and career readiness plan during their academic tenure with us, focusing most particularly on our seniors, as they often make up nearly half of our school population. This meeting supports students with class scheduling, creating a graduation plan and the formation of post-high school goals. Throughout the school year our school community collaborates to reinforce the theme (life after high school) through conversation, activities, curriculum, and assignments.



Chapter II: Student/Community Profile and Supporting Data and Findings

GENERAL BACKGROUND AND HISTORY

Community Served by the School

Independence High School (IHS) is a part of the Liberty Union High School District (LUHSD), founded in 1902. We are located in Brentwood, California, an East Contra Costa County suburb of the San Francisco Bay Area. The city was incorporated in February 1948 and is located approximately 50 miles east of San Francisco. Our district and school serve the communities of Brentwood, Byron, Discovery Bay, Knightsen, and Oakley.

With roots as a traditional farming community, Brentwood is rich with small town tradition with the California Delta waterways winding through the area which features many historical landmarks and treasures such as the iconic Stone House built by pioneer Dr. John Marsh in 1856, located in Marsh Creek State Park. Although increasingly succumbing to residential development, Brentwood continues to foster a number of “U-Pick” farms that are delightful to visit along with local events such as the Harvest Festival, Holiday Parade, Summertime Concerts in the Park, and the Farmer’s Market for citizens to attend and young children to enjoy.

The Brentwood Economic Development Department continues to work toward bringing more employers to the city. Over the recent years, Brentwood has seen growth in the active adult retirement community, vibrant shopping hubs, the ground-breaking of the new LMC satellite campus, the expansion and development of the Highway 4 bypass, and the construction of the Los Vaqueros Reservoir south of the town. The City of Brentwood’s General Plan identified the preservation of Brentwood’s “history and small town character” as being of paramount importance; essential are the enhancement of the downtown business district and the preservation of farmland. The downtown area has seen revitalization as Brentwood’s City Hall and City Park have recently been renovated, along with the construction of a multi-story parking structure and development of the new City Library. We are fortunate to be situated in the heart of the downtown community.

Family and Community Trends

Brentwood has transitioned from a traditional farming town to a suburban city and bedroom community where many families commute out of the area for work. Some of our students’ parents travel many hours a day in their commute going as far as the Silicon Valley. Others travel toward Bay Area cities such as Berkeley, Oakland or San Francisco on roadways that have high levels of traffic. The housing boom of the 2000’s brought many people to Brentwood, but a comfortable suburban living environment is often paid for by jobs in faraway locations. During this time, like many other cities, the recession slowed growth in Brentwood, and in the past few years development has once again begun. In the downtown area, many homeowners are transforming and restoring their older homes to their former historical charm.

During the years 2013-2016, the estimated median household income rose from \$80,662 to \$95,960 and the median home value from \$335,212 to \$547,700. The estimated current population of Brentwood is 60,532 and according to the 2010 Census is projected to be 63,796 by the year 2019.

The greater surrounding community diversity is listed below based on 2014 estimated population. The diversity of our school population is made up of these communities and will be reflected in the school data.

Greater Surrounding Communities by Ethnicity (based on 2014 estimated population)					
Ethnicity	Brentwood	Byron	Discovery Bay	Knightsen	Oakley
White	54.2%	52.2%	72.3%	78.2%	44.2%
Hispanic	25.2%	39.4%	15.5%	16.3%	37.0%
African American	6.5%	4.6%	4.0%	n/a	6.0%
Asian	8.6%	.3%	3.8%	n/a	8.1%
American Indian	.4%	.3%	.5%	n/a	.9%
Other	5.1%	3.2%	3.8%	5.5%	3.7%

Datasource: www.city-data.com/city/-California

Liberty Union High School District

2016-2017 District Enrollment by Ethnicity		
LUHSD	Number	Percent
American Indian	36	0.44%
Asian	321	3.92%
Pacific Islander	56	0.68%
Filipino	449	5.48%
Hispanic or Latino	2781	33.92%
African American	750	9.15%
White (Not Hispanic)	3491	42.58%
Multiple or No Response	315	3.84%
Total Enrollment	8199	100.00%

Source: Dataquest Online

Our district has grown along with our community. Today, Liberty Union High School District serves grades 9-12 with approximately 8,300 students. The district is comprised of three comprehensive high schools and two alternative high schools. The district's academic year is based on a modified traditional calendar in which school typically starts the first week of August and goes through the first week of June.

State/Federal Program Mandates

Over the past several years, our district and schools, including Independence have begun the implementation process of programs to support mandates in education. The use of district content coaches in ELA and Math have supported changes in programs and the implementation of the CCSS, Next Generation Science Standards (NGSS) and a focus on preparation for the Smarter Balanced Assessments (SBAC/CAASPP). At Independence, time has been dedicated during prep periods as well as during professional development Wednesday mornings.

Data collection and review of assessments and grades has been supported by both technology in the classroom and available through programs such as Illuminate, Data Director, Aeries, the new CA Dashboard, etc. Parents and students have the ability to view progress through the Aeries Parent Portal.

Master Agreement

Aligning with the state guidelines (CCIS), IHS executes a written agreement once per year for each student (previously each semester). The agreement outlines the federal, state, district and school guidelines and lists courses in progress. The agreement is reviewed annually and discussed with an auditor from the State of California.

Every Student Succeeds Act (ESSA)

IHS supports ESSA and specifically focuses on Social-Emotional Learning (SEL) school-wide. Examples of best practices include modeling and practicing mindfulness, TOOLBOX (social-emotional resilience) program, and socio-metrics and the Socio-Metric Chart which allow us to gain valuable insight into the social dynamics of our students, with the hope that this will lead to more positive, productive relationships where all students feel safe, comfortable and valued.

School and Community Partnerships

IHS has focused on building community throughout the school by restructuring our independent study classrooms into small learning communities and utilizing the practices of professional learning communities. We have established several school community groups that work in tandem to advocate for our students; Campus Climate Committee (CCC), English Learners Advisory Committee (ELAC), Safety Committee, School Site Council (SSC), and previous groups such as the Parents and Teachers Supporting Students (PTSS). We also connect with families through student orientations, school-wide activities and events, individualized meetings and weekly evenings with administration.

The safety and well-being of the students is a high priority and the Brentwood Police Department supports us by assigning a School Resource Officer who works directly with students and staff. We often work in collaboration with the Contra Costa County Probation Department, and adolescent and family services programs such as the Reach Project and the Contra Costa Crisis Center.

Additionally, we have built strong relationships with the following: LUHSD schools, including adult education (LAE); our feeder school district (BUSD); the County Office of Education and their programs (previously ROP, now CTE course offerings); and our local community college, LMC.

Local Clubs and Businesses

Partnerships have been developed with the Rotary Club, Soroptimist International of the Delta, Brentwood Lions Club, and various other local individually owned and operated businesses. These entities have supported our school through contests, scholarships, job shadowing, internships, work-based learning opportunities, career fairs, and volunteers with tutoring, service orientated projects, and as guest speakers. The local free newspaper Brentwood Press often covers school events and activities and highlights students with articles such as “Turning the tassel” after graduation.

Foundations

Teachers and students are fortunate to benefit from the Liberty Union High School District Educational Foundation (Ed Foundation), a community-based organization whose purpose is to enhance and enrich the educational program for the benefit of all students within the Liberty Union High School District. Twice a year, the Ed Foundation initiates fundraising activities to provide grants, resources, and partnerships. Over the years, IHS has been awarded funding for educational supplements such as a community garden (Outdoor Science Center), classroom technology, the Eureka Career Exploration program, an ancestry tracing map, and much more.

Partnerships through Grants

The staff strives to seek real-life career experiences for student success. Over the recent years we have been awarded several grants, including a CDE Secondary Specialized Program Grant (SSP) that continues to assist us in the growth and development of our OWL program. With the grant funds we are able to collaborate with local area partners such as The East Bay Regional Parks at Big Break, Dow Chemical, The Friends of Marsh Creek and Save Mount Diablo. A more recent grant was awarded by the Dean & Margaret Leshner Foundation for our LTP program. This grant has been essential in our efforts to support students with opportunities to experience and be exposed to the Fine Arts on and off campus.

Local Scholarship Program

Our Local Scholarship Program finds incredible support from various business and private donors including staff to assist our graduates to continue in a post-secondary school setting. Students apply, and the selected recipients receive their award during our graduation ceremony.

Local Youth Organization

IHS has been fortunate to receive services from local youth development organizations such as the Boy Scout Troops. Several Eagle Scout Service Projects have been designed and completed over the past several years such as a solar pond, shade structure and a dedicated compost area.

Local Community College and County

We have a long-standing relationship with the local community colleges. Students benefit from concurrent enrollment. Because of the proximity, most students take advantage of LMC at either the main campus in Pittsburg (approximately 14 miles west) or the satellite campus in town just down the road from us. As stated previously, we have elevated our partnership with LMC and made it possible to have onsite orientations, college planning and SSS surrounding student development in the area of college and career readiness. Our school takes advantage of the Contra Costa County Office of Education (CCCOE) Career Technical Education (CTE) and programs such as cosmetology.

Highlighted Partnership Activity

Annually, our Student Leadership students partner with the Rotary Club organizing and sponsoring our campus-wide Back to School BBQ. This event is where parents and students come to hear about the school, various programs, and meet the staff while enjoying food, music and activities. Because our campus encompasses various programs, we promote the event as a full-inclusion event, open to other programs such as Liberty Adult Education (LAE) and Gateway, a LUHSD Community-Based Instruction (CBI) program that serves students ages 18-22 who are developmentally and physically disabled. The Director/Principal concludes the event by serving old-fashioned ice cream from the Frozen OWL Ice Cream Parlor.



Staff Description:

The staff is comprised of twenty-three (23) certificated and seven (7) classified employees. Specific positions are listed below:

Certificated / Credentialed

- 1 full-time director/principal (Administrative Services Credential)
- 1 full-time shared assistant principal at 60% (Administrative Services Credential)
- 1 full-time counselor (Pupil Personnel Services Credential)
- 13 full-time certificated Core Subject teachers (Single Subject Credential) – one of which holds a Special Instructional Credential in Special Education
- 1 full-time shared certificated Fine Arts teacher at 33% (Single Subject Credential)
- 1 full-time General Education Development teacher (Multiple Subject Credential)
- 1 full-time/hourly certificated Computer Lab teacher (Adult Education Credential)
- 4 part-time/hourly certificated teachers (retirees/various credentials)

Classified Staff

- 1 full-time lead secretary
- 1 full-time shared secretary (Community Education Center)
- 1 full-time registrar/data technician
- 1 full-time special education instructional assistant (paraprofessional)
- 1 full-time shared campus supervisor (Community Education Center)
- 2 full-time custodians (AM, PM)

Other Support Staff

LUHSD provides additional school support service providers as needed (e.g. school psychologist, speech and language specialist, marriage and family therapist).

Certificated Staff by Service Type

	2014-15	2015-16	2016-17
*Psychologist	1	1	0
*Nurse	0	0	0
*Speech/Language/Hearing	0	0	0
*Other MFT	0	0	0

* Specialists are available through district Special Services when needed.

Our counselor and all full-time (non-hourly) certificated teachers are members of the Liberty Education Association (affiliate of the CTA and NEA) and under contract with LUHSD and the Board of Trustees. All teachers are teaching within their credentialed area. All classified staff are members of the California School Employees Association (Liberty Chapter 238), and under contract with the LUHSD and the Board of Trustees.

IHS Staff by Gender and Ethnicity (2017-18)

Ethnicity	Male	Female
American Indian/Alaska Native	0	0
Asian	0	0
Pacific Islander	0	0
Filipino	0	0
Hispanic	0	4
African American	0	1
White	9	15
Two or More Races	0	1
TOTAL	9	21

School Purpose (Motto: Inspiration* Dedication* Graduation)

Mission Statement - To inspire all students to learn by providing opportunities for academic achievement and personal success.

Vision Statement - Students will graduate as self-directed learners who are effective, clear communicators and responsible citizens prepared to compete globally in the 21st century.

Student Learning Outcomes (SLOs) - Upon graduation students will be . . .

- 1) Self-directed learners who:
 - use high order thinking skills of application, analysis, synthesis and evaluation in practical situations.
 - demonstrate technological literacy by using skills to calculate, solve problems, and collect data.
 - develop a personal career path and/or educational plan.
- 2) Effective, clear communicators who:
 - read, write, speak, and listen reflectively and critically.
 - convey and understand ideas, feelings, and beliefs through written and oral expression.
 - utilize technology effectively to convey ideas and share learning.
- 3) Responsible citizens who:
 - advocate for themselves in order to make the transition into the world of work or future education.
 - contribute to the welfare of self, the school community, the environment, and the world.
 - demonstrate respect for diversity of culture, language, and opinion.

Our Mission, Vision and SLOs are reviewed every few years or as needed through our ILT (previous Steering Committee) which includes representatives from a variety of departments and staff. The process is led by administration and decisions are made by a consensus.

The school-wide SLOs were developed prior to the 2015 WASC mid-term visit as a community-based process facilitated by focus groups and finalized by the WASC Leadership team. Once the SLOs were finalized they were presented to the entire staff and School Site Council for input and approval before being presented to the district and school board.

All groups supported the SLOs primary focus, and during the 2016-17 school year, minor design and layout changes were made to the document.

WASC Accreditation History

The school's initial WASC visit occurred February 26, 2003 in which we received candidacy status. Our school was visited and ultimately accredited by the WASC committee in 2004, with a review in 2006. In 2006, the WASC administered the first of two six-year accreditations with mid-term progress visits at each of the three-year marks. The last progress visit occurred March 9, 2015 (mid-term for 2012) in which the WASC Visiting Committee found, "no additional Critical Areas for Follow-Up are recommended."

However, completion of the following was recommended:

- Formative assessments are needed in all content areas. This data needs to be used to adjust instruction for student success.

Since our last visit, we have successfully implemented interim common assessments (ICAs) in all core subjects. We gather data and adjust instruction as needed. We have changed the ICAs timeline over the last school year and continue to collaborate on best practices for our unique population. The WASC "Overall Areas for Growth" have been and are always included in the SPSA as consolidated goals with the Local Education Agency (our district) and LCAP.

LCAP and School Community Input

Parents and the school community collaborated and gave essential input and feedback in the development of the annual SPSA and the LCAP by participating in multiple surveys, being an active member of several school community committees such as the CCC, the School Site Council (SSC), and attending the site and district LCAP workshops open for all. Both documents were presented multiple times to the SSC for review by students, parents, and staff as well as the ILT.

LCAP School Identified Needs and Goals

IHS Goals and our school LCAP are aligned to both the 8 State Priorities and the district LCAP.

School goals taken from the district LCAP are noted as LEA Goals and consolidated in the SPSA:

1. School Climate and Program Successes
(LEA Goal 1 A., B., C. and Goal 3 A., B., C.)
 - Provide a safe environment by supporting the social-emotional needs of the student (SEL).
 - Continue to improve stakeholder support by finding ways to change community perceptions of the student body and the achievements of the school (previous WASC growth area).
2. Strengthen Student Achievement in ELA, Math and Other Core Subject Areas
(LEA Goal 2 A., B.)
 - Implement formative assessments
 - CAASPP (participation rates and achievement)
 - EL student participation and progress
 - Differentiated instruction, additional supports
3. College and Career Readiness (LEA Goal 2 D.)
 - Provide relevant curriculum and instruction to expand, enrich, and support college/career opportunities.
 - Provide and support real-world experiences

LCAP Metric for Progress Monitoring

Our school will be measured by the following markers, along with specifics identified in the annual SPSA and school LCAP:

1. Campus Climate Committee, Healthy Kids and School Community Surveys
2. California Assessment of Student Performance and Progress (CAASPP)
3. Dashboard (new school accountability system)
4. RTI Process (including SART)
5. ELL Progress (based on previous CELDT participation/reclassification rate)
6. Highly Qualified Teachers
7. College and Career Readiness (may be outside of state indicators as well)
8. Suspension/Expulsion Rate
9. Graduation (including GED) and dropout rates
10. Grades and Credits Earned

LCAP Goals Taken from District

In addition to aligning to the 8 State Priorities, our school goals are aligned with district goals (LEA) and district LCAP based on the LCFF:

1. Physically and Emotionally Supportive Environment (State Priority 1, 5, 6, 7)
 - a. Teacher Credentials (misassignment)
 - b. Student Equal Access to Instructional Materials
 - c. Student Enrollment and Attendance Rate (chronic absenteeism)
 - d. Student Engagement
 - e. Student Graduation Rates by Cohort and Subgroups
 - f. Student Dropout Rates by Total and Subgroups
 - g. Student Suspension/Expulsion Counts and Rates by Total and Subgroups
 - h. Overall Facility Rating
 - i. Perception of a Safe Learning Environment
2. Prepare Students for College and Career (State Priority 1, 2, 4, 5, 7, 8)
 - a. Implementation of State Standards
 - Common Core in ELA and Math
 - English Language Development (ELD)
 - New Generation Science Standards (NGSS)
 - History-Social Science Frameworks (HSS)
 - Career Technical Education (CTE)
 - Visual and Performing Arts (VAPA)
 - Physical Education
 - World Language
 - b. Course Access
 - Subject Area Courses Offered and Taught
 - Subject Area Course Enrollment
 - c. Students Provided Own Textbook
 - d. Student Achievement by Subgroups
 - ELA and Math
 - EAP Readiness
 - UC/CSU Ready (Requirements Met)
 - AP Student Grades (College Credits Earned)
 - AP Test Achievement (Scores)
 - CTE Course Completers
 - Academy Participation
 - English Learners (Progress, Re-Classification, etc.)
 - Overall Cumulative GPA
 - SAT Participation Rate and Scores
 - ACT Participation Rate and Scores
 - Failure Rates by Course and Subgroup

3. Stakeholder Involvement (State Priority 3, 8)

- a. Efforts to Seek Parent Input
- b. Promotion of Parental Participation
- c. Increasing Collaboration with Business and Community Organizations

*Description of school goals taken from the district LCAP were listed previously and are located within the SPSA / LCAP document.

SCHOOL PROGRAM DATA

Program Description for All Students:

IHS is an alternative education high school within the LUHSD, which offers an alternative to the traditional comprehensive high school. We were formally approved as an alternative high school/program of choice by the State Department of Education in the year 2000 and have recently applied for continued alternative school status through the new Dashboard for Alternative School Status process (DASS).

We serve students who have experienced academic, behavioral or personal difficulties; these students may have not been able to function comfortably at the comprehensive high school or simply desired a smaller school setting with individualized attention and less onsite contact. Our school and programs support students in a variety of ways; one to one, small group, and a traditional classroom setting with interaction and collaboration delivery format where students may work at home or within the confines of the school setting.

As an alternative education school we are designed to meet the needs of our students using an individualized instructional approach to learning. IHS is a hybrid independent study program that has made significant changes over the last decade. Prior to 2013, our instructional hours were Monday through Friday from 8:00 AM to 4:30 PM. Our students met with one teacher for all subjects for one hour weekly. In 2013 we introduced a more collaborative approach to learning by establishing a rotating academic format (The Wheel) made up of a team of single subject matter teachers in English, Social Science, and Science. The Wheel replaced the traditional independent study model that consisted of one-to-one instruction with a multiple subject matter teacher. Math and several electives continue to be taught in a traditional classroom setting, mirroring the comprehensive sites.

Curriculum and Instruction

IHS strives to inspire all students to learn by providing opportunities for academic achievement and personal success through social-emotional learning and a relevant, rigorous curriculum that prepares students for college and career. Although our expectation is that students work independently for 25-30 hours a week at home, our students have the option to work within the school setting for additional support during school hours on a daily basis (classrooms, Study Hall, labs). We offer a variety of classes and supports intended to meet the individual needs of each student.

Courses of Study

The academic classes are Common Core based and mirror those of the comprehensive high school. We continue to work in collaboration with the district and state in the finalization of the History-Social Science Frameworks (HSS) and the New Generation of Science Standards (NGSS). Biology, Chemistry in the Community and Earth Science Labs had traditionally been conducted in a separate classroom, but in the last two years the labs have been integrated into The Wheel.



The staff works diligently to ensure a rigorous and meaningful curriculum. The delivery and/or presentation of the material may look different, but each student is provided with the same access and is assessed through informal and formal district common assessment practices. Although IHS offers UC/CSU A-G courses, currently we do not offer World Language or any AP courses; our students may fulfill the Fine Arts area for graduation by choosing an alternative course onsite or by concurrently enrolling in community college (most enroll locally with LMC). Students may also take advantage of an approved online institution (college/university) program such as BYU.

Elective courses are scheduled either on or off The Wheel and are offered based on student need and staff availability. Example electives are Entomology, Environmental Science, Field Studies, English Fundamentals, World Cultures, Psychology, Introduction to Agriculture, Child Development, Poetry, Beginning and Intermediate Art, Beginning Clothing, Instrumental Studies, Choir, Yoga and Mindfulness, Leadership, and Vocational Work Experience. We also offer core class remediation courses in subjects of ELA and Social Science. Although we do not currently have a Career Technical Education (CTE) pathway, many electives meet the requirements and, according to our district SARC review, in the 2016-17 School Year 56 students participated in CTE.

The Academic Wheel (The Wheel)

The Wheel appointment is once per week, and in 2017, based on scheduling observations, Math scheduling conflicts and student data, we decreased the student appointment time from 2 hours to 90 minutes. During this time, assignments are collected and assessed by each teacher with the student. For support in the development of critical thinking skills, the student may also be given an English writing prompt, Science inquiry or History video. If all work is completed, new assignments for the upcoming week are assigned and discussed with the student.

Math Classes

Common Core Standards were implemented in the 2015-2016 school year using the Big Ideas Curriculum in Algebra 1 and Algebra 2. Math classes are taught in the traditional classroom setting, either two or three days per week (based on the course); Algebra 2, Statistics and Applied Career Math (ACM) are offered two days per week, with Algebra 1 and Geometry being offered three days per week. For additional support, Math Labs are offered every day of the week, with a mandatory one lab per week. Math instructors use Remind 101 as a tool to keep students and parents informed and “reminded” about homework and upcoming assessments and activities such as Super Study Sessions (evening study sessions for finals).

Electives

We also offer a variety of electives and support/intervention classes that can be taken on or off of The Wheel (e.g. Poetry, Theater, Choir, Tutorial Support, Field Studies, etc.).



College and Career Readiness and Support:

The development of our students in the area of college and career readiness continues to be a focus for our school as it is for the district and State of California. In addition to the academic measures and indicators, IHS provides real-life opportunities in the realm of school-to-career programming. Student participation in the previously described courses and the programs to follow allow real-world experiences leading to future post-high school plans. Dual enrollment in higher education and earning a passing grade in at least one semester/two quarters enhances their chances of becoming college career ready based on the state College/Career Indicators.

Life After High School

In 2015, as one of our yearly school-wide themes, we presented our students with assemblies surrounding the theme of “Life After High School”. Due to the success and positive feedback from students and staff, we made the decision to continue this theme on a yearly basis. In the 2016-17 school year, the LAHS program was implemented and now encompasses quarterly presentations, workshops, field trips, etc., centered on college-career (post-high school) opportunities. Throughout the school year we reinforce the theme by working together as a school community choosing habits and attitudes that will most benefit future plans and goals.

Our SSS were developed through a partnership with LMC. Beginning in the spring of 2017, in collaboration with the IHS counselor, a LMC counselor provides onsite orientations and college planning (including FAFSA workshops) for our students and families.



California Career Zone

Available for students identified by teacher and/or counselor, this online program allows students to explore and investigate careers and learn about money management. Our counselor and/or computer lab teacher guides each student through the web-based site. Access during school hours is promoted and encouraged by all staff members.

Vocational Work Experience

Students who meet the requirements are eligible to participate in our Vocational Work Experience program as they become employed and earn elective credits towards graduation. Our work experience program has open communication with many community employers. Due to our “next door” proximity, we also have direct access to the East Bay Works Career Center, which is a joint venture of public entities, non-profit agencies, and private organizations matching businesses and job seekers.

Leadership Opportunities



In 2014, a Student Leadership course was developed. The class is open to all students who are motivated to develop leadership skills and support our school in social and meaningful activities as well as work on a variety of school and charitable projects within our communities. The goal of this class is to develop the skills necessary in order to become effective leaders in the future. This course has grown over the past several years from a small social club-like elective option to a fully operational curriculum-based student learning experience averaging twenty students per semester. Students are responsible for the activities and spirit of the student body which we feel has helped create a sense of pride on the campus and has allowed students to take ownership in their school.

Literacy through Theater and Performance (LTP) Program

With assistance from the Dean & Margaret Lesher Foundation grant, we have been able to implement a theater arts program and class to better serve the needs of the student population. We support students in literacy through opportunities to experience and be exposed to the fine arts on and off campus. Students work with professional actors and performers to gain needed skills to interpret and perform everything from monologues in our Theater class to classic pieces of poetry as part of POL. Students have also been exposed to live professional theater on and off site. Our partnerships with CalShakes Theater, Berkeley Repertory Theater, San Francisco Shakespeare Festival and POL over the last several years have increased student access to actors, directors, and staging technicians while working with our English teachers to increase student engagement in performance, public speaking and textual analysis.

Outdoor Wetlands Learning (OWL) Program



With assistance from our Secondary Specialized Program (SSP) grant from the State of California, we continue to develop in the area of environmental studies with the OWL program. We collaborate with local area partners which include, The East Bay Regional Parks at Big Break, Dow Chemical, The Friends of Marsh Creek, Save Mount Diablo and The Regional Occupation Program. Students are exposed to real-world experiences in the environment and allowed to translate that experience into their own research and by showcasing their talents at local elementary schools during the OWL Ecosystem Roadshow.

Social-Emotional Learning (SEL)

In order to support Social-Emotional Learning (SEL) for all, we continue to practice and model mindfulness as a focused program.



This year, we are introducing three new programs designed to support an emotionally safe environment for students and staff.

- TOOLBOX (social-emotional resilience) program through Dovetail Learning, where students and staff are learning and modeling the twelve necessary Tools for successful adaptation in the face of trauma, adversity, and everyday stress. One Tool is introduced each month as the participants expand their TOOLBOX.
- Socio-metrics, a technique developed around 1960, by J.L. Moreno and Hellen Jennings will be introduced in our Math classes. Socio-metrics is a means of presenting simply and graphically the structure of social relations, lines of communication and the patterns of friendship, attractions and rejection that exist at a given time among members of a particular group. Through this strategy the teacher can measure acceptance or rejection frequently between the members of the group. The belief is that the social relationships existing among them influence all aspects of their development. We will begin by using the Socio-Metric Chart, a technique where we place students into small groups, or pods allowing us to gain valuable insight into the social dynamics of our students, with the hope that this leads to more positive, productive relationships where all students feel safe, comfortable and valued. As the year progresses, the teacher will utilize the Socio-Metric Chart and re-group students based on findings from the technique.

- The “Don’t Get Me Started! Toolkit, Strategies for A Culturally Challenged World” (Patricia Kutza and Connie Payne 2017) will be piloted by the Student Leadership class in late spring 2018. This workbook emphasizes the development of techniques needed to enhance effective communication and good decision-making skills. Students are guided through diverse situational scenarios that are focused to promote interaction and lively discussions. The goal is to provide students with a very concise systematic approach to effectively respond when faced with challenging situations.

Onsite Curriculum and Concurrent / Dual Enrollment

Our course of studies and curriculum for instruction mirrors the comprehensive sites and is provided by the district and school. Students may take advantage of concurrent enrollment at the comprehensive sites in academy pathways and specialized courses such as Concert Band. Students have the opportunity for dual enrollment in higher education such as LMC, DVC, BYU online and other approved institutions. Dual enrollment with LMC or DVC allows participating high school students to enroll in college courses during the day or evening. Students receive accelerated learning (including adjusted high school credits) in the company of college students, while preserving their high school experience.

Online Instruction

Direct online instruction is not an integral part of our program. Over the years, pilot courses have been unsuccessful, and surveys have determined that our clientele prefer paper-based assignments. With that being said, we use online supplemental learning opportunities below:

Haiku is a secure Learning Management System (LMS) that allows you to embed curriculum while facilitating a virtual classroom. The system allows you to access Google apps, many Web 2.0 tools like YouTube, and TedEd Talks. Over the last couple years, our staff has worked diligently to embed their courses into this LMS system. At this time, Science and Social Studies courses are operational in the Haiku system.

Big Ideas is a Math online platform that utilizes a research-based, balanced instructional approach that includes both discovery learning and direct instruction lessons. The program’s Dynamic Technology supports and enhances the multiple pathways available from sixth grade mathematics through Algebra 2 implementing CCSS strategies. The online program allows teachers to either use assessments already provided or create their own. The program also provides 24-hour online support for teachers and students. Our district recently adopted this program in the spring of 2016 to give additional support to math teachers transitioning to the CCSS.

Support and Interventions:

While we work with our students at a steady, comfortable pace, we often find ourselves challenged with the fact that many students lack motivation, have had little academic success, and often struggle in school for whatever reason. IHS takes great measures to establish relationships with students to extend support where needed especially when it comes to academic and SEL. Staff are very proactive and have established approaches that would support struggling students on a daily basis. Our staff is committed to finding ways to motivate and reward all students. Students are recognized for positive attendance, work produced, GPA, credits earned, and character and leadership. The ways in which we do this include, Brentwood Rotary Student of the Quarter, Honor Roll, and recognition at the school board meetings throughout the school year. We often reward students with gift certificates, apparel, prizes, etc.

We identify student interventions needed through circumstances, situations, historical data and through our Response to Intervention (RTI) model and processes; Universal (all students), Targeted (some students) and Intensive (individual students). In the 2016-17 school year, after total staff input, the RTI model was restructured to meet the needs of our student population. The model and checklist has been given to all families, is readily available in each student folder, offices, and with individual teachers. Interventions are practiced, monitored, and tracked to best support student success.

Counselor One-to-One Check In

Counselor is available during the school day and after hours (if need be) meeting with students one-to-one to discuss academic and SEL goals, including college and career readiness plans and graduation status. In a student's senior year, the counselor will check in and meet regarding transcripts quarterly until graduation.

READ 180 (Expository Reading & Writing Course)

This course is a blended learning intervention program building reading comprehension, academic vocabulary, and writing skills for struggling students.

Study Hall and Tutorial Labs

Tutorial labs are an extra support system for students who need additional help with assignments or guidance in studying for tests/quizzes. The general labs are manned by an appropriately credentialed teacher. These labs are available every day during school hours. The Math Labs are facilitated by our Math teachers who assist students in courses ranging from Algebra 1 to Statistics. These labs are an hour long and available every day (schedule is posted throughout the school). Beginning 2017-18 school year, students are required to attend at least one lab per week.

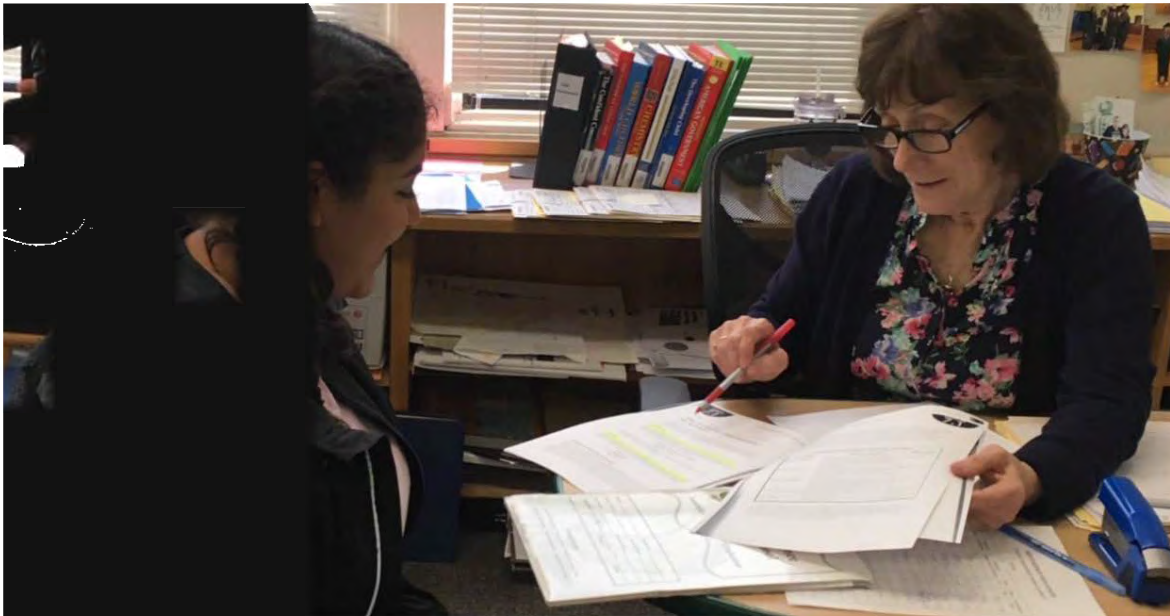
CORE Subject Remediation Course

We take great measures to extend support when it comes to credit recovery. Teachers are very proactive and have established approaches that would support struggling students on a daily basis (e.g. doubling assignments). However, the staff felt a more

formalized approach was necessary; this school year (2017), a pilot program was started in which students in need are scheduled in remediation courses in addition to The Wheel. Currently, we have established both an ELA and Social Science remediation course taught by subject matter teachers outside of The Wheel format.

Skills for Living

This course focuses on organization, study skills, learning strategies, note taking strategies, and academic goal setting. This is for the student who has the determination and willingness to improve their time management, organizational skills, and critical thinking skills to ensure overall academic improvement and college or career readiness.



Wheel Intervention Program (WIP)

During the 2016-2017 school year, we introduced the Wheel Intervention Program (WIP). This program is in response to an ongoing challenge over the years for any student who is for whatever reason unable to complete his/her independent study assignments at home and is now falling behind (e.g. lack of motivation, home support, poor study habits, etc.). The objective is to support the on-campus student with the completion of prior weekly assignments before issuing additional assignments. The WIP is issued to a student if they arrive to their academic Wheel appointment without work completed. The parent is immediately contacted, and the student is required to stay and complete all necessary work. When the student has completed the assignment(s), they will receive the next week's assignment(s) and guidance in hopes that they will come better prepared the following week. If a WIP is issued to the same student more than three times, the student is then referred to administration for further interventions.

Bridgeway Program

This is an optional specialized high school GED program for 17-year-old junior/senior status students who have not been (or would not be) successful in an alternative school for whatever reason. The purpose of Bridgeway is to provide a self-contained educational environment that not only focuses on basic academics in preparation for each of the four required exams, but also provides education surrounding the “soft skills” needed to transition into the world of work or future education.

LCAP Interventions, Actions and Services:

The staff and the SSC have analyzed the academic performance of all student groups and have considered the effectiveness of key elements of the instructional program for students failing to meet growth targets. As a result, it has adopted school goals, related actions, and expenditures to raise the academic performance of high need (at-promise) students not yet meeting state standards. These key elements are found in the SPSA and LCAP document. IHS is not designated as a Title I, II or III school and does not receive funds, yet we are supported by district provided services.

In 2017 we began investigating strategies to assist our high priority students (kids that need extra love) both academically and social-emotionally. Based on research from other school districts, our principal came to us with an idea involving three daily activities that we could do with our students (beginning 2017-18). The idea is to do the following three things every day:

- Greet and welcome the student prior to class or at appointment and ask, “How are you doing today?” etc.
- Check for understanding throughout the class or appointment time (during the lesson).
- Follow up and make sure the student has and understands the assignment(s) and it is either written on the weekly assignment sheet or noted in planner, electronic device, etc.

Our hope is that this will lead to an overall better feeling of school, staff, and ultimately lead to better student achievement.

Through LCAP we have specifically allocated funds for all at-promise students such as tutoring opportunities and support after school hours. This year, we have also allocated funds for the ACT-TESSERA test. This test helps identify the SEL needs of students, thus leading to academic success. Additionally, we will provide incentives for positive attendance. Other identified specific supports can be found below and are found in the LCAP.

English Learners

Over the years, we have not had a significant number of identified English Language Learners (ELL). Typically, the lower level ELLs are not referred to our school due to the substantial level of reading and writing needed to meet the independent study assignment requirements. Most IHS ELLs have been Early Advanced to Advanced. The staff, however, regularly examines the achievement of individual students to sustain progress, support, and growth. In the past we have used the CELDT test to monitor progress and identify intervention supports.

CELDT Assessment Results			
FL Level	2015-16	2016-17	2017-18*
Advanced	11	6	1
Early Advanced	20	16	7
Intermediate	10	9	6
Early Intermediate	4	5	2
Beginning	1	1	0
Number Tested	46	37	N/A
Students I-FEP	10	7	4
Students R-FEP	31	42	31

Note: Numbers reflect a transient population and students may have tested prior to enrolling at IHS.

We receive support from the district EL Coordinator and have identified one English teacher as the primary support provider if needed. In addition, we also provide time in the evenings to assist with translation surrounding student success. Other identified specific supports are found in the LCAP.

Socio-Economically Disadvantaged

Students are identified through the enrollment process and specific support is given based on individual need. As an example, after years of nutrition concern, in January 2016 we partnered with district Nutrition and Food Services and successfully implemented a school lunch program for those that qualify under the National School Lunch Program (NSLP). In addition, we also provide bus passes for transportation to and from school and time in the evenings to assist with the busy schedules of parents/guardians. Other identified specific supports can be found in the LCAP.

Foster and Homeless Youth

Multiple laws passed within the past decade imposed duties and rights related to the education of dependents, wards of the court in foster care and homeless youth.

IHS follows district guidelines and board policies and complies with all laws and provisions such as:

AB 490-

- Ensuring that foster youth have access to the same opportunities to meet academic achievement standards to which all students are held.
- Creating school stability by allowing foster children to remain in school for the duration of the school year when their placement changes.

- Enrolling foster students immediately, even if they do not have the required documents, such as school records, medical records, proof of residency, or other. The term “enroll” is defined as attending classes and participating fully in school activities.
- Designation of one person (Director of Community Education/Principal of Independence High School) as a foster care education liaison ensuring proper placement, transfer, and enrollment in school.

McKinney-Vento Homeless Assistance Act and California Law –

Ensuring the educational rights and protections for students who experience homelessness. The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence.

- All homeless students are appropriately entered/tagged as a homeless student in Aeries.
- Upon request for transportation assistance (or staff perceived need), bus passes are offered as a means of transportation to and from school.

AB 167/216/1806 –

Exempts foster and homeless youth students from school district graduation requirements that exceed state graduation requirements if the student transfers to the district, or transfers from one high school to another after his/her second year of high school if the student would not be reasonably able to complete the additional district requirements (E.C. 51225.1 & 51225.2).

In addition to the previous supports listed, we also provide time in the evenings to assist with counseling. Other identified specific supports are found in the LCAP.

Special Education (SPED) Services

Per Education Code, if a student has an Individualized Education Plan (IEP), it must specifically provide for enrollment in independent study. Prior to a student being referred to IHS, an IEP team holds a meeting to determine whether the placement is in the best interest of the student's academic, social, and emotional needs. Over the years our school has attracted a SPED population of approximately 10% of our total student population. Not only do we see specific learning disabilities, we also see a variety of special needs including mental and physical health conditions that prevent the student from attending a daily school program.

We provide one full-time SPED teacher, a paraprofessional and other special services professionals when needed (district shared). The SPED teacher works with students and other teachers on IEPs and holds a Tutorial Support class for 90 minutes per week for each student (three to four students per class). The paraprofessional assists students by "pushing in" to Math and Tutorial Support classes. In addition to the previous supports listed, we also provide time in the evenings to assist with the busy schedules of parents/guardians. Other identified specific supports are found in the LCAP.

DEMOGRAPHIC DATA

Socio-Economically Disadvantaged

At the end of the 2016-17 school year, our socio-economically disadvantaged (SED) student population was 30% of our total student population (88 of 295). As of September 25, 2017, our SED population was at 14% of our total student population (36 of 256). The percentage of SED students tends to increase with our overall enrollment. At the end of the school year 2016-17, 20% of our total student population (59 of 295) qualified for Free and Reduced Lunch under the (NSLP). As of September 25, 2017, approximately 9% of our total population (24 of 256) qualified for Free and Reduced Lunch under the NSLP.

In January 2016, after years of concern over student nutrition, we partnered with our district Nutrition and Food Services and successfully implemented a school lunch program for those that qualify under the National School Lunch Program (NSLP).

Parent Education Levels

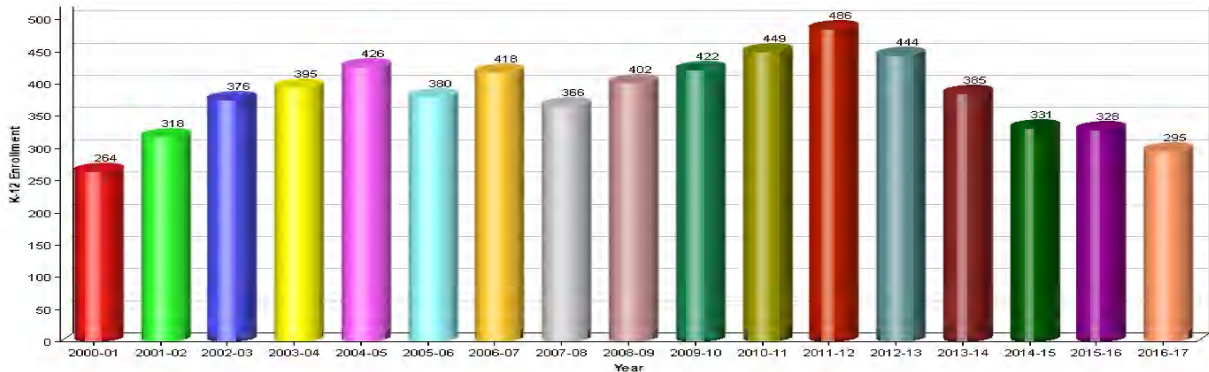
Parent Education Level

	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
Graduate School/Post Graduate Training	22	6.8%	20	6.8%	20	7.9%
College Graduate	48	14.8%	41	13.9%	41	16.3%
Some College	115	35.5%	129	43.7%	104	41.3%
High School Graduate	89	27.5%	60	20.3%	48	19.0%
Not a High School Graduate	42	12.9%	40	13.6%	37	14.7%
Decline to State/Unknown	8	2.5%	5	1.7%	2	.8%
TOTAL	324	100%	295	100%	252	100%

On average, about 14% of our students have parents who have not graduated high school, over 60% of parents on average have some college or above, and 40% have not graduated college. However, over the past few years, the number of parents that have not graduated high school is about the same number as parents who have graduated from college. Overall, there is a trend of increased parental education levels over the last three years.

Student Enrollment

Enrollment fluctuates throughout the year because of the open enrollment policy and the fact that we are reliant upon family choice. We support our district comprehensive sites and will accept new district enrollees from similar type schools outside of the district. We primarily serve tenth, eleventh, and twelfth grade students, but will accept ninth grade students under special circumstances. All new students and families attend a mandatory new student orientation in which we review and discuss school culture, policies and procedures, along with the execution of a Master Agreement. Returning students and families participate in walk-through registration days prior to the start of the school year.



Recently, we have seen an increased amount of local area charter schools become established such as Vista Oaks Charter School in Byron, CA. As of August 2017, approximately forty-four high school students who live within our district boundaries attended this school. We feel this may have a negative impact on our school enrollment as charter school students are typically well suited for our learning environment. In addition, we have seen an increase in conditions such as school phobia, anxiety, or other socially-challenging circumstances that students are seeking relief from in our small school setting. The following are examples of recent student transfer reasons:

Transfer requests by student / parent after the beginning of school year

2nd semester 2016-17

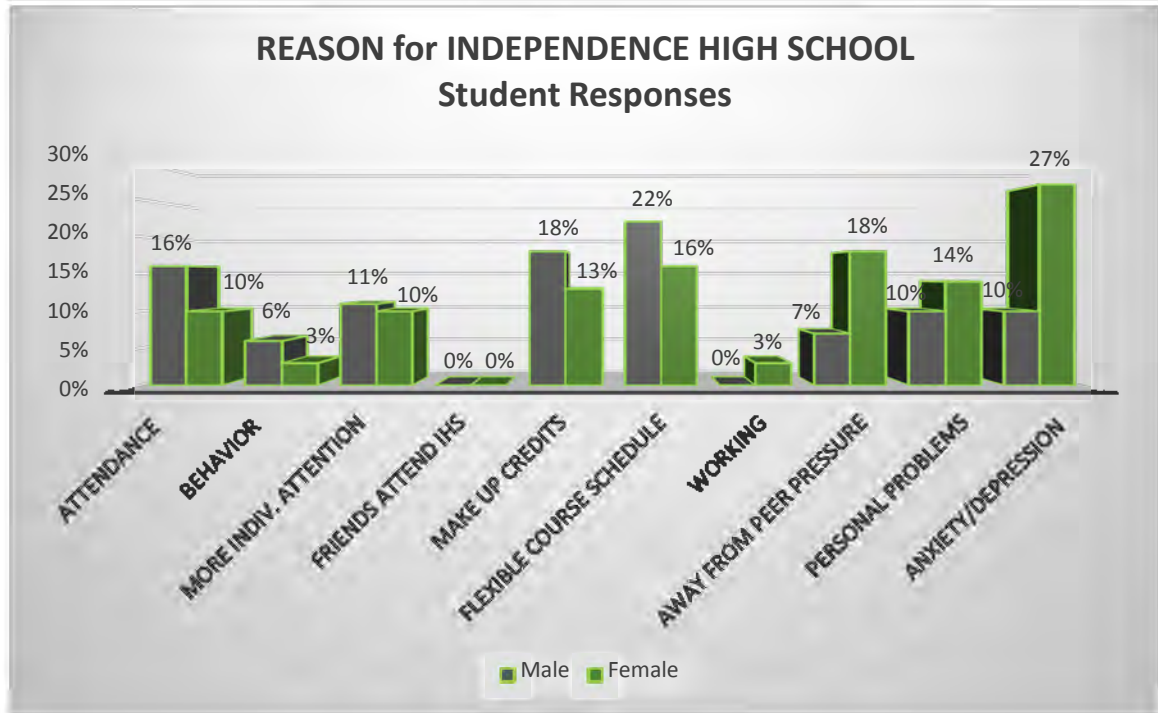
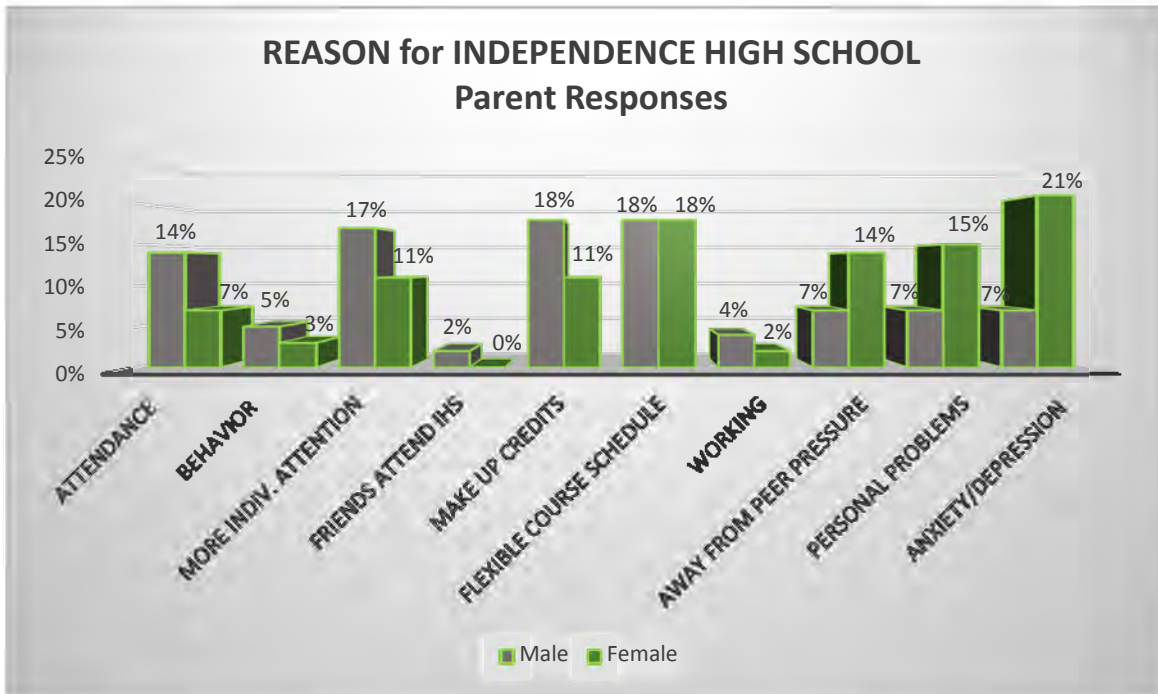
Credit Deficient	Social/Emotional	Learning Style	Work Related	Medical	2 or More Reasons	Other	Total
16	11	2	3	5	19	5	61

After 1st quarter of 2017-18

Credit Deficient	Social/Emotional	Learning Style	Work Related	Medical	2 or More Reasons	Other	Total
5	9	3	0	4	12	5	38

Source: Alternative Education Transfer Request Applications

Transfer requests by surveys taken during walk-through registration July 2017.



Although families have the option to return to their home sites at any time, we suggest they remain with us for a semester minimum mainly due to our variable credit system. Enrollment tends to increase in the second semester of the school year partially due to the influx of seniors transferring from the comprehensive sites as they seek alternative avenues to complete their graduation requirements.

Not only does enrollment include a greater number of upper classmen, but also includes students beyond their fourth year of high school. For example, at the beginning of the 2017-18 school year (8/31/17), 21% of our student population were beyond their senior year. Most recently, our students and programs have benefitted from the smaller size enrollment in which the population maintains anywhere from 250-350 students.

Enrollment by Grade Level

Student Enrollment by Grade Level – 3 year period based on CBEDS (annually at the end of September)						
	2015-16		2016-17		2017-18 (as of 9/25/17)	
	Number	Percent	Number	Percent	Number	Percent
Grade 9	12	3.5%	10	3.1%	1	.4%
Grade 10	41	12.1%	45	14.0%	18	7.0%
Grade 11	84	24.7%	81	25.3%	66	25.8%
Grade 12	203	59.7%	184	57.6%	171	66.8%
Total	340	100%	320	100%	256	100%

Note: Numbers do not represent an entire school year’s population (transient).

Enrollment by Gender

Student Enrollment by Gender– 3 year period based on CBEDS (annually at the end of September)						
	2015-16		2016-17		2017-18 (as of 9/25/17)	
	Number	Percent	Number	Percent	Number	Percent
Female	173	50.9%	168	52.5%	137	53.5%
Male	167	49.1%	152	47.5%	119	46.5%
Total	340	100%	320	100%	256	100%

Note: Numbers do not represent an entire school year’s population (transient).

Enrollment by Ethnicity

Student Enrollment by Ethnicity – 3 year period based on CBEDS (annually at the end of September)						
	2015-16		2016-17		2017-18 (as of 9/25/17)	
	Number	Percent	Number	Percent	Number	Percent
African American	28	8.2%	28	8.7%	28	10.9%
Am Indian/Alaska Nat	3	.9%	5	1.5%	4	1.6%
Asian	5	1.5%	7	2.8%	7	2.7%
Filipino	6	1.7%	4	1.2%	5	1.9%
Hispanic	124	36.5%	61	18.9%	79	30.9%
Pacific Islander	3	.9%	4	1.2%	4	1.6%
White	169	49.7%	165	51.4%	129	50.4%
Multiple	0	0%	0	0%	0	0%
Decline to State	2	.6%	46	14.3%	0	0%
Totals	340	100%	320	100%	256	100%

Note: Numbers do not represent an entire school year’s population (transient).

Predominate Primary Languages other than English

Spanish is primarily the predominate language other than English.

Title 1

Although our school does not meet this criteria, the majority of our students are high need and have challenges academically and/or social-emotionally.

Special Education (SPED)

Over the years our school has attracted a SPED population of approximately 10% of our total student population. Not only do we see specific learning disabilities but other kinds of special needs, especially mental or physical health conditions that prevent them from attending a daily school program.

Students Receiving Special Services – As of September 25, 2017								
Special Education	Migrant Education	English Language Learners			Homeless Youth	Foster Youth	SED	NSLP
		Total	I-FEP	R-FEP				
33	0	16	4	31	2	0	34	24
13%	*	6%			*	*	14%	9%

SPED – Special Education

Migrant Ed – Moved in preceding 36 months with guardian to obtain temporary agricultural/fishing work

I-FEP – Primary language other than English determined Initially Fluent upon entering the public school system

R-FEP – Primary language other than English and reclassified fluent English proficient during public school

SED – Socio-economically disadvantaged

NSLP – National School Lunch Program

Bridgeway Program

Bridgeway is an optional specialized high school GED program for 17-year-old junior/senior status students who have not been (or would not be) successful in an alternative school for whatever reason. The purpose of Bridgeway is to provide a self-contained educational environment that not only focuses on basic academics in preparation for each of the four required exams, but also provides education surrounding the “soft skills” needed to transition into the world of work or future education. Students are required to attend the program five days per week, for two and a half hours daily (either morning or afternoon class) until they have successfully passed each exam. Students may begin taking each exam two months prior to their 18th birthday.

In January 2016, there were some significant state and program changes including our decision to allow completers to participate and “walk the stage” in graduation ceremonies. Specifically, we believe students are now choosing this alternative route based on the following:

- Possibility of completing high school sooner.
- Program hours make it possible to be employed at the same time.
- After earning the GED, participating in the graduation ceremony is an option.
- Career employment agencies only ask if you have received a high school diploma or equivalent.
- New Performance Levels:
 - (175-200) – GED® College Ready + Credit
 - (165-174) – GED® College Ready
 - (145-164) – Pass/High School Equivalency (previously 150 minimum)

Bridgeway Program Enrollment and GED status				
	2014-15	2015-16	2016-17	*2017-18
11 th grade	6	4	6	1
12 th grade	18	44	49	18
Earned GED (during 12 th grade)	5	11	22	1

*As of 9/25/17

Enrollment in the program continues to gain traction, leading to a significant increase in both enrollment and completers. Bridgeway has become a valuable, realistic option for students leading to college/career readiness. In the 2016-17 school year, we had one student earn the designation of College Ready + Credits based on GED Scores.

DATA ON ADDRESSING THE EIGHT STATE PRIORITIES

The IHS SPSA and LCAP are all aligned to the LCFF and the 8 State Priorities below:

1. Basic Services (credentialing, materials, facilities)
2. Common Core State Standards (CCSS) including ELs and NGSS
3. Parent Involvement
4. Student Achievement (assessment performance, college career readiness)
5. Student Engagement (attendance, credits earned, dropout rates)
6. School Climate (suspension, expulsion)
7. Course access and offerings
8. Other student outcomes

LCFF Priority 1 – Basics (Teachers, Instructional Materials, Facilities):

All full-time (non-hourly) certificated teachers and counselor are members of the Liberty Education Association (affiliate of the CTA and NEA) and under contract with LUHSD and the Board of Trustees. Teachers are appropriately assigned; Core academic classes are taught by highly qualified teachers instructing within their credentialed areas with no teachers instructing outside of their credentialed areas (0%).

Additional Staff Qualifications

1. One teacher is National Board Certified (2013).
2. The school has no teachers teaching outside of their credentialed area.

Certificated Staff Teaching Outside / Within Credential Area

2014-15				2015-16				2016-17			
Outside Credential Area		Within Credential Area		Outside Credential Area		Within Credential Area		Outside Credential Area		Within Credential Area	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0	0%	13	100%	0	0%	15	100%	0	0%	15	100%

Teachers are appropriately assigned within their credentialed area.

Certificated Staff by Credential Type

	2014-15		2015-16		2016-17	
	Number	Percent	Number	Percent	Number	Percent
Full	13	100%	15	100%	15	100%
University Intern						
District Intern						
Emergency						
Waiver						
Provisional Permit						
Short Term Permit						
Total	13	100%	15	100%	15	100%

All teachers are fully credentialed. *2017-18 new hire included a University Intern.

Education Level of Certificated Staff

	2014-15		2015-16		2016-17	
	Number	Percent	Number	Percent	Number	Percent
Doctorate	0	0%	0	0%	0	0%
Masters Degree (+30)	1	7.14%	2	13.33%	4	26.67%
Masters Degree	2	14.29%	3	20.0%	4	26.67%
Bachelors Degree(+30)	10	71.43%	8	53.34%	6	40.0%
Bachelors Degree	1	7.14%	2	13.33%	1	6.66%
Total Staff	14	100%	15	100%	15	100%

Note: Increase in the percentage of Masters Degrees (+30) over the last 3 years.

Years in Teaching of Credentialed Staff

	2014-15	2015-16	2016-17
Average Years Teaching	10	12	14
Average Years in District	6	9	9
First Year Teachers	1	1	0
Second Year Teachers	2	0	0

Note: The school typically attracts and retains veteran teachers. *2017-18 new hire included a University Intern, 0 years in teaching.

Specialized Training

All certificated teachers at IHS hold CLAD certification and teachers hired who qualify for the Beginning Teacher Support and Assessment (BTSA) training are provided the program through the LUHSD.

Other mandatory trainings for staff include safe schools trainings such as mandated reporting, suicide prevention, sexual harassment and the review of our site Safety Plan.

Professional Development Programs and Opportunities

IHS has focused on building community throughout the school by restructuring our independent study classrooms into Small Learning Communities (SLC) with the academic wheel format and utilizing the practices of Professional Learning Communities (PLC). Our staff collaborates to support student success through weekly professional learning workshops, PLC, SLC, departmental collaboration, school-wide staff meetings and ILT meetings. ILT serves as a “steering committee” that shares the principal's vision for the school, while members are responsible for implementing school-wide initiatives for instruction and implementation of school-wide enrichment and support for students and staff. These practices not only allow training, but also give us an opportunity to facilitate the sharing and exchanging of ideas and best practices. Staff participates in various district, school and individual professional development activities throughout the school year.

PROFESSIONAL DEVELOPMENT MEETINGS		
2015-16 SCHOOL YEAR		
Date	Agenda Topic	Staff In Attendance
7/29/2015	New School Year/Teamwork	18
8/5/2015	Mindfulness/ADA/New SARB Process/Haiku	14
8/12/2015	Continued SARB /SART	18

8/19/2015	Embracing Changes/Differences	17
8/26/2015	Gradebook Training	17
9/16/2015	Suicide Prevention Basic Training	15
10/21/2015	Student Folders/ADA	15
11/18/2015	Department Meetings	17
1/6/2016	SLC (Room) Meetings	16
1/27/2016	Equity/Equality (LGBTQ)/Multi-Culturalism Month	17
2/24/2016	CAASPP Digital Library	17
3/9/2016	Outlook Groups/ADA	17
4/6/2016	CAASPP Training/Schedule	16
4/27/2016	CAASPP Testing	16
5/18/2016	Department Meetings	15
5/25/2016	Graduation	16
2016-17 SCHOOL YEAR		
Date	Agenda Topic	Staff In Attendance
8/3/2016	Equity vs Equality	16
8/10/2016	Department Meetings	17
8/17/2016	SLC (Room) Meetings	16
8/24/2016	ICA Plan/Mid Q/Gradebook/ADA	17
10/19/2016	Mindfulness - CCSIG	22
11/2/2016	Strategic Questioning	16
12/14/2016	Mandated Reporting/Universal Precautions	19
1/11/2017	Student/Parent Contacts/WASC	14
1/18/2017	Department Meetings	16
2/1/2017	Equity/WIP/Stress, Trauma & Children	15
2/15/2017	WIP/RTI/Gradebook	17
3/1/2017	Equity/Diversity-Multicultural Month	17
3/8/2017	CA School Staff Survey/CAASPP/Diversity	16
3/15/2017	CAASPP Testing Training	17
4/5/2017	CAASPP Testing - Final Review	15
4/19/2017	Department Meetings	17
4/26/2017	2017-18 School Calendar (PD Outlook)	15
5/10/2017	2017-18 WASC Plan	17
5/24/2017	2016-17 Highlights/2017-18	18
5/31/2017	Graduation	17

2017-18 SCHOOL YEAR		
Date	Agenda Topic	Staff In Attendance
7/28/2017	New School Year/Teamwork	24
8/2/2017	WASC Focus Groups	23
8/8/2017	Student Appointments/Wheel/Policies	23
8/9/2017	WASC Focus Groups	24
8/16/2017	WASC Focus Groups	18
9/6/2017	"Don't Get Me Started" Toolkit	19
10/25/2017	WASC Focus Groups	21
11/1/2017	WASC Focus Groups	20
11/8/2017	School Community Committee Meeting	11
11/15/2017	Department Meetings	n/a
11/29/2017	SLC (Room) Meetings	n/a
12/6/2017	WASC Department Goals	19

Ongoing professional development has included specialized trainings such as equity vs. equality (World Trust), SPED crisis management, LGBTQ+, mindfulness, state testing, and other curriculum and instruction-based practices such as the ongoing Math Summit where district Math coaches, teachers and administrators have begun meeting together to better understand the trends, identify ways to implement support and collaborate on changes. Additionally, the district has outsourced with McREL International, a non-profit, non-partisan education research and development organization to assist us with turning knowledge about what works in education into practical, effective guidance and training for teachers and education leaders.

IHS departments and individual staff members are also supported in growth opportunities by attending and/or presenting at conferences such as the California Consortium for Independent Study (CCIS), National Council for the Social Studies (NCSS), National Science Teachers Association (NSTA), California League of Schools and the Bay-Delta Science Conference.

Staff Recognitions and Significant Highlights

- Teacher and Classified Employee of the Year (annually, every other year).
- Administrator of the Year in 2014-15 (Region 6)
- Teacher of the Year in 2015-16 (County)
 - The first time in school history that an IHS teacher has been recognized and awarded as the district Teacher of the Year.
 - The first time in school history that an IHS teacher has been recognized and awarded as the County Teacher of the Year.

- OWL of the Day (began in 2016) – Weekly recognition by the principal of a staff member that has gone above and beyond.
 - Announced via phone intercom system
 - Emailed to all staff
 - Posted via social media
 - Posted on the OWL Recognition banner
- In 2017, the State of California recognized and awarded IHS as a SSP Level II Mentor Site; under the direction of the CDE and the State of California, our mentor will serve as a reader/ scorer for the SSP Cohort 5 for the planning and grant application process, as well as provide support for current school grantees.

Staff by Gender and Ethnicity

IHS Staff by Gender and Ethnicity (2017-18)

Ethnicity	Male	Female
American Indian/Alaska Native	0	0
Asian	0	0
Pacific Islander	0	0
Filipino	0	0
Hispanic	0	4
African American	0	1
White	9	15
Two or More Races	0	1
TOTAL	9	21

Student Access to Standards-Aligned Instructional Materials:

ELA and Math have been aligned with the CCSS and mirror those of the comprehensive high school. We continue to work in collaboration with the district and state in the finalization of the HSS and the NGSS. Biology, Chemistry in the Community and Earth Science labs had traditionally been conducted in a separate classroom, but in the last two years the labs have been integrated into The Wheel. Labs and inquiries are conducted inside and outside of the classroom. All chemicals and materials are securely stored in an approved location.

Williams Settlement Compliance

A goal for all of us is to ensure that each of our students has the necessary materials to learn, a safe place to study, and qualified teachers. California Education Code section 1240(c)(2)(B) requires that schools identified in the Williams Settlement in our county be visited within the first four weeks of school, that noted areas be reviewed,

and that a report of findings be submitted. IHS has been visited annually over the past decade. The following data reflects the past three year status for IHS in the Williams Settlement indicating that we have met and shown exemplary status in the four areas. A complete report on all Williams Settlement visitations has been submitted to the County and District Board of Education as required by law.

Williams Settlement Act Compliance – Over the Last 3 years			
	2015-16	2016-17	2017-18
Instructional Materials	Sufficient	Sufficient	Sufficient
School Facilities	Exemplary-100%	Exemplary-99.04%	Exemplary-99.22%
School Accountability Report Card (SARC)	No instructional material insufficiencies	No instructional material insufficiencies	No instructional material insufficiencies
Teacher Misassignments & Teacher Vacancies	None at this time	None at this time	None at this time
Uniform Complaints	None	None	None

Source: Contra Costa County Office of Education

School Facilities

Considering our facility is over 90 years old, it is functioning very well as documented in our annual Williams Settlement report. Facility inspections are on-going throughout the school year, work orders placed and items needed to be addressed are prioritized and remedied. Our comprehensive school site Safety Plan, which includes facilities, is reviewed and updated annually and maintained in the school office and all classrooms. Key elements include the physical environment along with a campus-wide facility map.

LCFF Priority 2 – Implementation of Academic Standards:

ELA and Math have been aligned with the CCSS and mirror those of the comprehensive high school. We continue to work in collaboration with the district and state in the finalization of HSS and the NGSS. District Content Coaches have been in place for three years in ELA and Math to support departments with the transition of the standards. In the core content areas common assessments are aligned to the new standards. Additionally, we have begun utilizing CAASPP practice tests and performance tasks to better support students.

In the second semester of the 2016-17 school year, Springboard was implemented (newly adopted ELA curriculum). In Math the CCSS were fully implemented in the 2015-2016 using the Big Ideas Curriculum in Algebra 1 and Algebra 2.

LCFF Priority 3 – Parent Engagement:

Historically, due to the fact that our school is primarily an independent study program and we see students on an average of five-six hours a week, parent engagement has been a challenge. Our school has focused on building community throughout the school by restructuring our independent study classrooms into small learning communities and utilizing the practices of professional learning communities. We have established several school community groups that work in tandem to advocate for our students. Opportunities for involvement include the SSC, Safety Committee, ELAC as well as individualized meetings with teachers, support staff, and administrators through the RTI process.

We continue to try and find ways to build connections and reach out to families through phone, postal mail, email, Parent Portal (Aeries database that allows real-time parent and school communication), Blackboard Connect (mass communications that enables us to reach anyone, anytime), school-wide activities and events, individualized meetings and new student orientations, weekly evenings with administration, website and social media accounts.

LCFF Priority 4 – Performance on Standardized Tests:**CAASPP / SBAC Results**

Improving performance and outcomes reflective of our school community is always a district wide goal. The district and school met the State of California's overall student participation requirement of over 95%. This was a first-time accomplishment by the school. The school's participation rate has positively increased over a three-year period.

Based on last school year's CAASPP/SBAC data for the district and schools, specifically in Mathematics, our students have not achieved the desired proficiency level. As a whole, we are perplexed as to why the same cohort of students are scoring at a higher level in ELA than in Math.

In the school year 2016-17, the district implemented Springboard (newly adopted ELA curriculum). Due to the fact that our students are sometimes working on previously failed courses and have not yet been exposed to newly adopted curriculum, we usually fully implement new curriculum a semester to a year after it is rolled out to the comprehensive sites. In this case, we continued with the previous curriculum for the first semester and fully implemented Springboard in the spring of 2017. This was mainly due to the number of comprehensive site students previously exposed to Springboard that enrolled with us. We feel that the newly adopted curriculum and transition mid-year may have contributed to lower ELA student achievement and performance levels on the CAASPP.

Student Performance Comparisons by District and School:

SBAC TEST RESULTS COMPARISON 2015-17											
MATH OVERALL ACHIEVEMENT											
ENTITY	TEST YEAR	NUMBER OF STUDENTS ENROLLED	NUMBER OF STUDENTS TESTED	% OF ENROLLED STUDENTS TESTED	NUMBER OF STUDENTS WITH	MEAN SCALE SCORE	EXCEEDED	MET	S/T MET - EXCEEDS	NEARLY MET	NOT MET
LUHSD	2015	1,971	1,846	93.66%	1,818	2562.9	7%	23%	30%	30%	40%
LUHSD	2016	2,008	1,923	95.77%	1,909	2576.3	9%	24%	33%	29%	37%
LUHSD	2017	1,983	1,909	96.27%	1,908	2571	8%	24%	32%	31%	37%
IHS	2015	120	82	68.33%	82	2496.5	2%	9%	11%	16%	73%
IHS	2016	113	98	86.73%	98	2524.1	1%	11%	12%	31%	57%
IHS	2017	102	98	96.08%	98	2500.3	1%	5%	6%	29%	65%

data source: <http://preview.cde.ca.gov/caaspp/SB2017>

SBAC TEST RESULTS COMPARISON 2015-17											
MATH CLAIMS ACHIEVEMENT											
ENTITY	TEST YEAR	CONCEPTS & PROCEDURES Applying mathematical concepts and procedures			PROBLEM SOLVING & MODELING/DATA Use appropriate tools and strategies to solve real world and mathematical problems			COMMUNICATING REASONING Demonstrating ability to support mathematical conclusions			
		Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	
LUHSD	2015	15%	40%	45%	12%	57%	31%	12%	61%	27%	
LUHSD	2016	20%	36%	44%	14%	56%	31%	15%	63%	22%	
LUHSD	2017	16%	38%	46%	13%	52%	35%	15%	61%	24%	
IHS	2015	6%	20%	74%	6%	45%	49%	2%	49%	49%	
IHS	2016	5%	29%	66%	5%	52%	43%	5%	64%	31%	
IHS	2017	4%	18%	78%	2%	44%	54%	3%	53%	44%	

data source: <http://preview.cde.ca.gov/caaspp/SB2017>

SBAC TEST RESULTS COMPARISON 2015-17											
ENGLISH OVERALL ACHIEVEMENT											
ENTITY	TEST YEAR	NUMBER OF STUDENTS ENROLLED	NUMBER OF STUDENTS TESTED	% OF ENROLLED STUDENTS TESTED	NUMBER OF STUDENTS WITH SCORES	MEAN SCALE SCORE	EXCEEDED	MET	S/T MET - EXCEEDS	NEARLY MET	NOT MET
LUHSD	2015	1,971	1,862	94.47%	1,833	2603.3	25%	36%	61%	24%	15%
LUHSD	2016	2,008	1,937	96.46%	1,911	2622.9	31%	37%	68%	22%	11%
LUHSD	2017	1,983	1,917	96.67%	1,915	2625.1	33%	36%	69%	20%	12%
IHS	2015	127	95	74.80%	91	2564.9	11%	33%	44%	32%	24%
IHS	2016	113	101	89.38%	100	2561.2	8%	36%	44%	35%	21%
IHS	2017	102	98	96.08%	98	2534.6	7%	23%	30%	36%	34%

data source: <http://preview.cde.ca.gov/caaspp/SB2017>

SBAC TEST RESULTS COMPARISON 2015-17													
ENGLISH CLAIMS ACHIEVEMENT													
ENTITY	TEST YEAR	READING Demonstrating understanding of literary and non-fictional texts			WRITING Producing clear and purposeful writing			LISTENING Demonstrating effective communication skills			RESEARCH/INQUIRY Investigating, analyzing, and presenting information		
		Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
LUHSD	2015	34%	50%	16%	33%	49%	18%	19%	65%	16%	33%	52%	14%
LUHSD	2016	34%	53%	13%	41%	45%	14%	24%	65%	11%	43%	47%	11%
LUHSD	2017	40%	44%	15%	43%	42%	14%	29%	60%	11%	42%	45%	13%
IHS	2015	23%	56%	21%	14%	61%	24%	12%	66%	22%	19%	59%	22%
IHS	2016	17%	63%	20%	13%	69%	18%	10%	67%	23%	12%	68%	20%
IHS	2017	16%	48%	36%	8%	46%	46%	13%	68%	18%	12%	52%	36%

data source: <http://preview.cde.ca.gov/caaspp/SB2017>

Currently, the district has outsourced with McREL International, a non-profit, non-partisan education research and development organization to assist us with turning knowledge about what works in education into practical, effective guidance and training for teachers and education leaders. The district has also put together Math Summits where district Math coaches, teachers and administrators have begun meeting together to better understand the trends, identify ways to implement support, and collaborate on changes.

In Math, our school is addressing the needs of the Math student by not only participating in the district led professional development, but by adjusting curriculum and instruction by offering daily Math Labs (requiring attendance to one lab per week), and implementing socio-metrics, a non-traditional way to group or “pod” students based on human relationships (eliminating rows and aisles). Our hope is that the relationships built will lead to better student achievement.



CAASPP Performance by Gender

ELA CAASPP Results by Gender

Type	Number of Students Tested		Not Met				Nearly Met				Met				Exceeded			
	2016	2017	2016		2017		2016		2017		2016		2017		2016		2017	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Student																		
All	100	98	21	21%	33	34%	35	35%	35	36%	36	36%	23	23%	8	8%	7	7%
Female	49	52	11	22%	15	30%	15	31%	20	39%	17	35%	13	25%	6	12%	4	8%
Male	51	46	10	20%	18	39%	20	39%	15	33%	19	37%	10	22%	2	4%	3	7%

In ELA in 2016 there was not a significant difference in performance by gender, but a slight difference in ‘Nearly Met’ (males performed better) and ‘Exceeded’ (females performed at a higher level). In 2017, females performed slightly better in all areas.

Math CAASPP Results by Gender

Type	Number of Students Tested		Not Met				Nearly Met				Met				Exceeded			
	2016	2017	2016		2017		2016		2017		2016		2017		2016		2017	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Student																		
All	98	98	56	57%	64	65%	30	31%	28	29%	11	11%	5	5%	1	1%	1	1%
Female	49	52	33	67%	35	67%	10	20%	14	27%	6	12%	2	4%	0	0%	1	2%
Male	49	46	23	47%	29	63%	20	41%	14	30%	5	10%	3	7%	1	2%	0	0%

In Math in 2016, males performed slightly better in the area of ‘Nearly Met’. There was not a significant difference in performance by gender in 2017.

CAASPP Performance by Ethnicity

CAASPP Test Results by Ethnicity																		
English Language Arts	Number of Students Tested		Not Met				Nearly Met				Met				Exceeded			
	2016	2017	2016		2017		2016		2017		2016		2017		2016		2017	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	100	98	21	21%	33	34%	35	35%	35	36%	36	36%	23	23%	8	8%	7	7%
African American	*	14	*	*	4	29%	*	*	8	57%	*	*	1	7%	*	*	1	7%
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	28	28	10	36%	11	39%	11	39%	8	29%	7	25%	7	25%	0	0%	2	7%
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	57	50	9	16%	17	34%	21	37%	16	32%	23	40%	14	28%	4	7%	3	6%
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.

In ELA there was not a significant difference in performance except to note that we had fourteen African Americans tested in the year 2017 as opposed to under ten in 2016 (no scores shown). Of the fourteen, 29% (4) did not meet the standard; 57% (8) nearly met the standard; one student met the standard and one exceeded the standard.

CAASPP Test Results by Ethnicity																		
Math	Number of Students Tested		Not Met				Nearly Met				Met				Exceeded			
	2016	2017	2016		2017		2016		2017		2016		2017		2016		2017	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	100	98	21	21%	64	65%	35	35%	28	29%	36	36%	5	5%	8	8%	1	1%
African American	*	14	*	*	12	86%	*	*	2	14%	*	*	0	0%	*	*	0	0%
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	26	28	22	85%	20	71%	4	15%	5	18%	0	0%	2	7%	0	0%	1	4%
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	57	50	29	51%	28	56%	19	33%	19	38%	9	16%	3	6%	0	0%	0	0%
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk () is displayed instead of a number on test results where 10 or fewer students had tested.

The student performance level in Math continues to show that the majority of students (All Students above) are not meeting the standards. In two years, student performance levels went from 21% to 65% not met; 35% to 29% nearly met; 36% to 5% met; 8 students to one student exceeding the standard.

Our Hispanic/Latino population increased in performance levels by decreasing the 'Not Met' from 85% to 71%; increasing the 'Nearly Met' from 33% to 38%; increasing the 'Met' from zero students to two and the 'Exceeds' area from zero to one student.

CAASPP Performance by Special Population

CAASPP Test Results – Students Receiving Special Services																		
English Language Arts	Number of Students Tested		Not Met				Nearly Met				Met				Exceeded			
	2016	2017	2016		2017		2016		2017		2016		2017		2016		2017	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	100	98	21	21%	33	34%	35	35%	35	36%	36	36%	23	23%	8	8%	7	7%
Students with No Disability	94	90	18	19%	27	30%	32	34%	33	37%	36	38%	23	25%	8	9%	7	8%
Students with Disability	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Students Economically Disadvantaged	35	37	14	40%	18	49%	10	29%	14	38%	9	26%	4	11%	2	6%	1	3%
Students Not Econ. Disadvantaged	65	61	7	11%	15	25%	25	38%	21	34%	27	42%	19	31%	6	9%	6	10%

In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.

In ELA over the last two years when compared to non-SED students, a higher percentage of SED students did not meet standards.

CAASPP Test Results – Students Receiving Special Services																		
Math	Number of Students Tested		Not Met				Nearly Met				Met				Exceeded			
	2016	2017	2016		2017		2016		2017		2016		2017		2016		2017	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	100	98	21	21%	33	34%	35	35%	35	36%	36	36%	23	23%	8	8%	7	7%
Students with No Disability	92	90	50	54%	56	62%	30	33%	28	31%	11	12%	5	6%	1	1%	1	1%
Students with Disability	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Students Economically Disadvantaged	35	37	25	71%	28	76%	9	26%	8	22%	1	3%	1	3%	0	0%	0	0%
Students Not Econ. Disadvantaged	63	61	31	49%	36	59%	21	33%	20	33%	10	16%	4	7%	1	2%	1	2%

In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.

In Math over the last two years when compared to non-SED students, a higher percentage of SED students did not meet standards.

Because our population is transient, we are often challenged with the fact that we do not have as much time as we would like with the student. Students enroll throughout the year at all different academic levels. More often than not, students are found to be behind in graduation requirements and state measures (e.g. typically our 11th grade student has rarely been exposed to Algebra 2 by the time CAASPP testing begins). Our CAASPP results have shown that generally students perform better in the ELA assessment versus the Math (across all genders, socio-economic status, ethnicity and disabilities).

College Assessment Reports

There is not a significant amount of data in these areas due to the fact that students typically do not take the SAT/ACT based on their current need. According to Data Quest, over the last several years, the highest number of participants on the SAT was three and only two on the ACT (both in 2015-16). All 11th grade students who participated in CAASPP testing participated in EAP.

Advanced Placement and International Baccalaureate

IHS does not offer AP nor IB courses.

English Learners

Over the years, IHS has not had a significant number of identified ELLs. Typically, the lower level ELLs are not referred to Independence due to the substantial level of reading and writing in English needed to meet the independent study assignment requirements. Most IHS ELL student levels have been Early Advanced to Advanced.

However, the staff regularly examines the achievement of individual students to sustain progress, support, and growth. We also use the CELDT test to monitor progress and identify intervention supports for ELLs.

CELDT Assessment Results			
EL Level	2015-16	2016-17	2017-18*
Advanced	11	6	1
Early Advanced	20	16	7
Intermediate	10	9	6
Early Intermediate	4	5	2
Beginning	1	1	0
Number Tested	46	37	N/A
Students I-FEP	10	7	4
Students R-FEP	31	42	31

Note: Numbers reflect a transient population and students may have tested prior to enrolling at IHS

Other Local Measures and Assessments:

Student achievement is monitored and evaluated through ongoing informal and formal assessments, quizzes, labs, standardized tests, assignments, projects, and observations.

Common Assessments

In 2015, the district revised end of quarter assessments (ICAs) in the core subject areas of English, Algebra 1, Geometry, Algebra 2, Biology, Earth Science, World History and US History (Science is pending NGSS implementation). Revisions have been made to align them more closely with the CCSS and the CAASPP. We gather data and adjust instruction as needed. We have changed the ICAs timeline over the last school year and continue to collaborate on best practices for our unique population; IHS participates in the scheduled district-wide ICAs for quarters two and four and has made internal adjustments with quarters one and three in hopes to better support curriculum and instruction.

Other Assessments and Placement Tests:

Illuminate Education

This is a platform that allows educators to create assessments and then compile data to inform about a student’s progress. Teachers have access to a gradebook, various types of assessments, and widgets. The data is then reported back to the teacher so that they can adjust curriculum and instruction in a most efficient way. Outside of Math courses, teachers primarily adjust curriculum (assignment packets) departmentally at the end of each year or through guidance of the SPED teacher.

READ 180

Although most students that are initially placed in this class have been previously determined, we have the ability to assess students as needed. Active students in this program are assessed as they move through the curriculum; this course is a blended learning intervention program building reading comprehension, academic vocabulary, and writing skills for struggling students with the goal of successful program completion.

GED Pre-Test

Prior to transferring to Bridgeway or Liberty Adult Education GED program, student academic levels are assessed by participating in a pre-test. After the test, student scores are analyzed and the probability of successfully passing each of the four tests communicated with the family so that an informed decision can be made.

Percentage of D's and F's in Mathematics (traditional setting):

Data on grades through independent study assignments may not give the best outlook on reality at IHS as students enroll at all times and are issued grades based on the amount of work produced (credits earned). Example - Student A earns a "C" but only completed 3 of 5 credits. Because our Math classes are seat time classes (traditional setting) and do not follow the variable credit system, we have provided the data below (last three semesters).

Percentage of D's in Mathematics Courses (seat time)

Math Class	Spring 2015-16			Fall 2016-17			Spring 2016-17		
	Total # of Stu	# of Stu w/ D's	%	Total # of Stu	# of Stu w/ D's	%	Total # of Stu	# of Stu w/ D's	%
ALGEBRA (Intensified)	39	4	10%	58	9	16%	49	10	20%
ALGEBRA 1	14	5	36%						
ALGEBRA 2	32	5	16%	24	5	21%	26	8	31%
APPLIED CAREER MATH	42	10	24%	39	10	26%	36	10	28%
GEOMETRY (Intensified)	72	25	35%						
GEOMETRY (W/Support)				84	16	19%	82	25	31%
STATISTICS				18	3	17%	12	3	25%

Percentage of F's in Mathematics Courses (seat time)

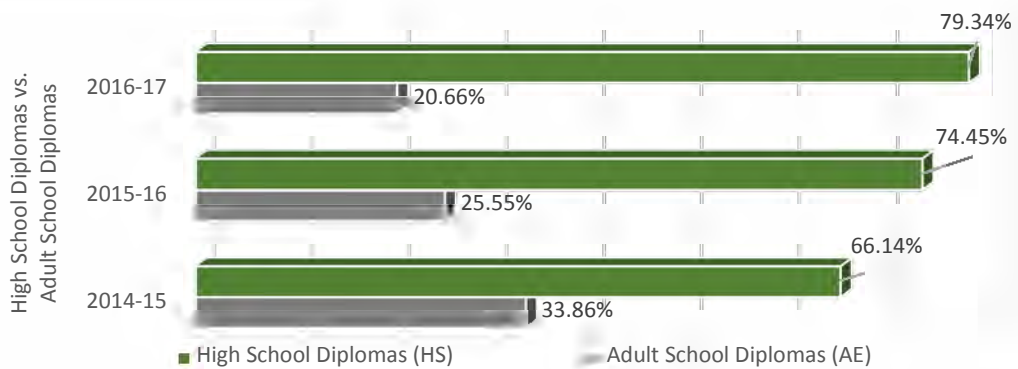
Math Class	Spring 2015-16			Fall 2016-17			Spring 2016-17		
	Total # of Stus	# of Stus w/ F's	%	Total # of Stus	# of Stus w/ F's	%	Total # of Stus	# of Stus w/ F's	%
ALGEBRA (Intensified)	39	16	41%	58	26	45%	49	26	53%
ALGEBRA 1	14	7	50%						
ALGEBRA 2	32	6	19%	24	6	25%	26	5	19%
APPLIED CAREER MATH	42	9	21%	39	2	5%	36	5	14%
GEOMETRY (Intensified)	72	25	35%						
GEOMETRY (W/Support)				84	22	26%	82	21	26%
STATISTICS				18	2	11%	12	2	17%

Many students (especially in Algebra and Geometry) have previously struggled and failed these courses. These students tend to concentrate on passing the course, regardless of the grade and are mostly concerned with the ability to earn full credits (five) per semester.

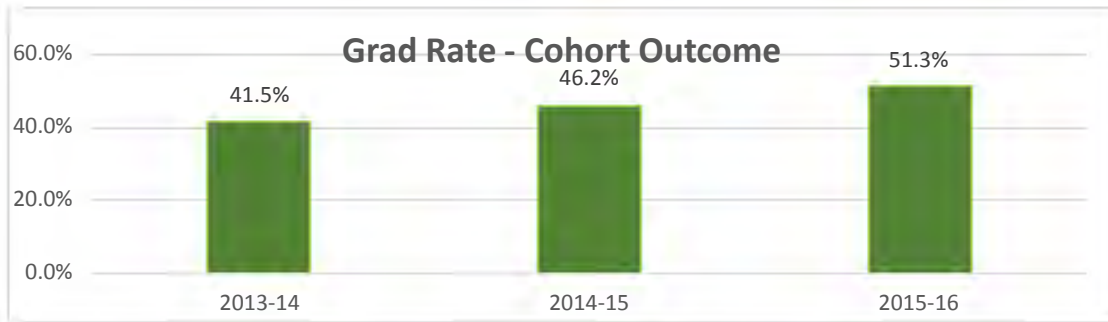
LCFF Priority 5 – Pupil Engagement:

Graduation and Graduation Rates (LCFF performance category not available)

In order to qualify for a high school diploma from IHS, students must successfully complete 230 credits (40 fewer elective credits than the comprehensive site). Should an 18-year-old student choose to earn an adult diploma, they are required to successfully complete 190 credits.



As identified in the data over the last several years, we are seeing a trend of a higher percentage of students earning a high school diploma over an adult diploma. We believe this is due to the change in instructional practices and possibly the fact that more students are earning the General Education Diploma (GED). These numbers are included in the high school diploma data.



Most students are credit deficient when they enroll with us and often graduation is delayed. Graduation rates tend to be much lower than the comprehensive sites. IHS supports the comprehensive sites and often accepts students that mathematically cannot graduate during their initial four-year timeline. The graduation cohort outcome has slightly risen over the past several years (2016-17 cohort was 51%) and is highly unpredictable based on the transient student population. In 2015, twenty-nine percent (29%) of graduates enrolled in LMC. In 2016, the amount was 20%.



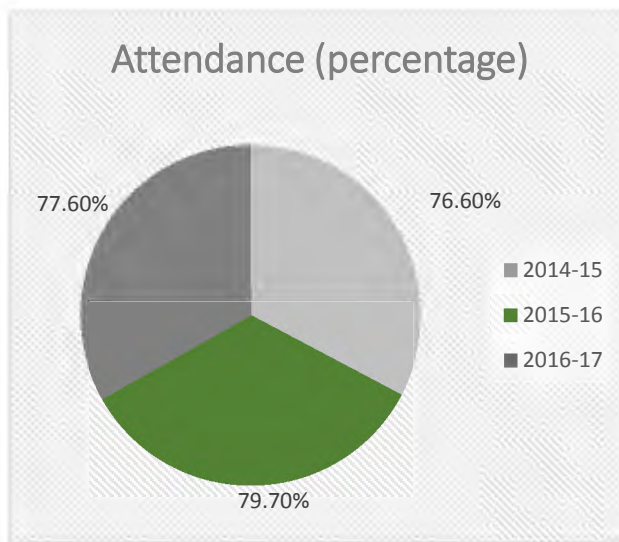
IHS supports students in reaching the ultimate goal of graduation on an individual basis.

Chronic Absenteeism (LCFF performance category not available)

A large portion of our population struggles with attendance either through work produced or physical attendance. Many students enroll in our school after entering the SARB process at their former school in hopes that decreased school time will improve attendance. Many students continue to struggle producing work in a timely manner, thus being considered absent, leading to truancy.

Attendance

Depending on their academic needs, most students are required to attend school an average of six to eight hours per week and work independently at home an average of 25-30 hours per week. Academic classes (including The Wheel) are 90 minutes long. Students are required to attend each class in its entirety.



Attendance and school ADA is based on work produced through both the independent study program and seat time classes. Our independent study work can be accepted and accounted for up to one month after its due date. Daily attendance is holding steady over the last three years although our enrollment totals have decreased.

Snap shot comparison per ADA reports:

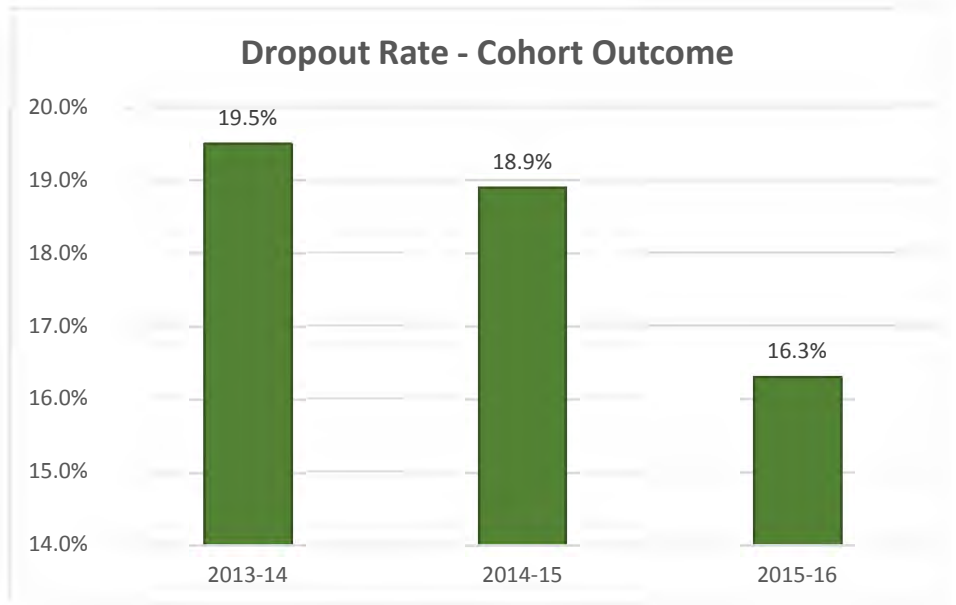
ADA Percentage Snap Shot Comparison (Q1 2016 vs 2017)				
ADA Period	Actual	Possible	Average # of Students	%
8/1/16 thru 11/18/16	14847	18962	311	78%
8/1/17 thru 11/17/17	13884	16413	270	85%

After the first quarter of this school year (2017-18), we have already seen an increase in recovered ADA (over 85%) and a decrease in the number of trancies (fewer referrals through RTI). We believe this is attributed to staff communication with parents and additional interventions such as the WIP.

Dropout Rates

IHS supports the comprehensive sites and often accepts students that mathematically cannot graduate during their initial four-year timeline. Often students continue their high school education with us beyond their fourth year of high school. For example, at the beginning of the 2017-18 school year (8/31/17), 21% of our student population was beyond their senior year. Although students are not considered dropouts at the time, they sometimes struggle completing their requirements during their 5th year and unfortunately dropout. Due to the flexible time schedule, many seek out adult education in order to complete their requirements or the GED at their desired pace.

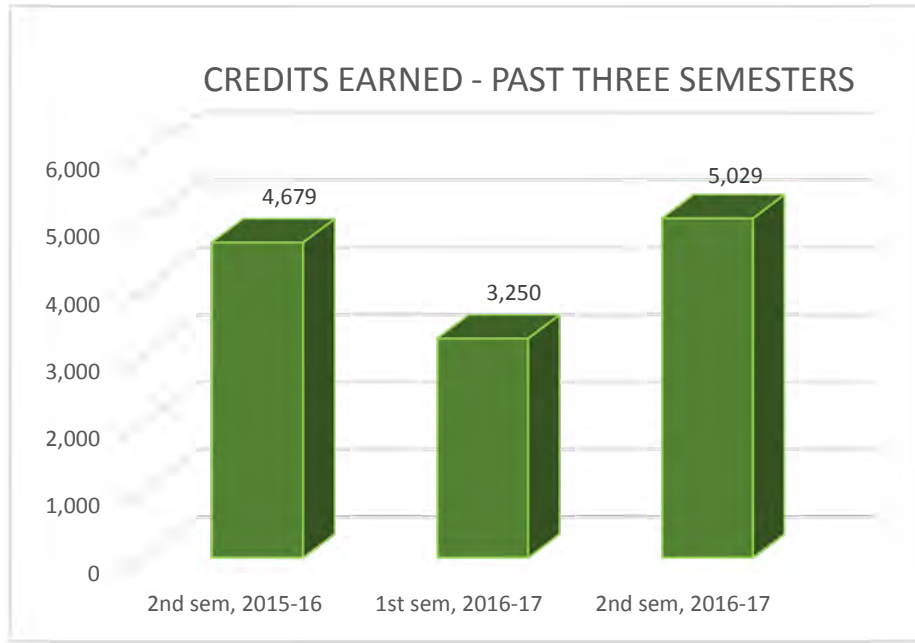
According to the state criteria, the following is the school three-year cohort dropout rate.



Over the last few years, even as our enrollment went down, our cohort dropout rate continued to decrease.

Credits

Students earn their credits on a variable credit system (except in Math as this course operates the same as a traditional comprehensive site). Credits are issued based on work completed in each subject area. Students are required to enroll in a minimum of four classes, thus earning 20 credits per semester. Although 20 credits is the minimum amount a student should earn, it may not ensure on-track graduation status (especially if working towards a diploma other than IHS or Adult Education). We encourage students to enroll in six or seven classes per semester, thus giving the student a better opportunity to meet their goals. Students who desire to return to the comprehensive site at semester’s end must have earned full credits (e.g. 5 or 10 credits per course) and meet the returning school’s requirements for a diploma. If full credits are not attained, the student’s graduation status may be in jeopardy.



Credits earned typically increases in the second semester along with enrollment.

LCFF Priority 6 – School Climate:

Suspension Rate (LCFF performance category not available)

Data Source	2014-15	2015-16	2016-17
Suspensions (*2016-17 #incidents / #students)	13 (4.8%)	5 (1.5%)	6 / 5 (1.9%)
• Violence	5	2	4
• Tobacco	0	0	0
• Drugs/Alcohol	1	2	1
• Weapons	1	1	0
• Other	6	0	1

The amount of suspensions have decreased since the 2014-15 school year and are at a low-incident level as our culture has begun to embrace and support restorative justice. Suspensions do take place, but not at a significant level (<2% over the past two years). In the 2016-17 school year one student was suspended twice within the school year. These necessary suspensions take place according to infraction or violation and in support of the entire school community in hopes of changing behavior.

California Healthy Kids Student Survey (CHKS):

Below are summaries of the key findings from the 2016-17 California Healthy Kids Surveys from both students and staff. We surveyed both freshman (5 of 11) and junior (29 of 80) students. Although this is less than 10% of our student population, we have summarized and listed the limited student responses.

Student Responses

Attendance (at IHS, if you do not produce work, you are considered truant)

- Students feel that they are rarely truant
- Reasons for truancy (aside from illness) are anxiety/depression/suicidal thoughts, lack of sleep and incomplete work

Student Life

- Students agree that the staff care about students and their success
- About 30% say they use drugs/alcohol regularly and don't understand the harm drugs can cause

Student Education

- Students believe they try hard, but not because they are interested in school
- Students don't believe they make a difference or do interesting things in their educational life

Staff Responses

School Culture

- Faculty respect and trust each other
- Faculty agree they provide a safe and caring space
- Faculty believe they pay attention to students and want students to succeed
- Faculty agree they have strong outreach with parents
- Faculty feel they deal well with bullying

Strengths

- Computer lab/Study Hall has a full-time staff member
- Caring teachers and staff
- The Wheel
- Weekly collaboration time 8:00 AM – 9:00 AM
- Teacher contracts as opposed to hourly
- Full-time counselor

Challenges

- Achievement of measurable goals
- Parent and stakeholder support
- Data analysis
- Transportation for students

Expulsion Rate

No student has been expelled over the last three years.

Data Source	2014-15	2015-16	2016-17
Expulsions	0	0	0

Discipline Referrals

Discipline referrals for behavior are almost non-existent as our staff utilizes the RTI model, along with communication and mindfulness practices with students. In the 2017-18 school we implemented TOOLBOX and are learning and modeling tools with our students.

Most “referrals” are pre-referral interventions based on the student either not physically attending school, not producing school work or continuing to receive a WIP. When a student is physically absent or does not produce school work for two consecutive appointments or class, he/she is considered truant and we begin the pre-SARB process. At IHS, there are four levels of this process prior to receiving an actual referral to SARB. All levels involve parent communication and beginning with level two a physical conference with student and parent.

If needed, administration will implement a Significant Improvement Contract (SIC) as an intervention or consequence. This contract is in response to any student who is struggling with continued behavior challenges, lack of attendance, assignments and/or is beyond their senior year of high school. Administration meets with the student and parent/guardian (if under 18 years of age) and a plan is developed and put in writing to best support success of the student moving forward. The contract is clearly articulated and signed by all parties.

Co- and Extra-Curricular Activities

Students are fortunate to have the opportunity to request enrollment in courses provided by the district (at comprehensive sites) as co-curricular. The approval is based on graduation and individual needs such as continued enrollment in a specialty course (e.g. academy pathway, visual and performing arts, etc.). Some students participate at the amateur level in extra-curricular activities outside of school such as motocross, parkour, acting, modeling, equestrian, etc. Extra-curricular activities such as high school athletics are not permitted while attending our school (board policy).

School Safety and Connectedness:

Below are summaries of the key findings from the last two CCC reports. These reports are reviewed by administration and ILT and shared with the entire staff and district administration. The stated concerns are then taken into consideration and changes made if feasible.

Stated Concerns (March 9, 2016)

1. *Study Hall and computer lab for students needs to be upgraded
2. Some students are stressed about meeting deadlines
3. *Students are requesting a lunch period and food
4. More information about how to get assistance completing work/assignments
5. Students would like more school activities
6. More motivational speakers on campus
7. More opportunities for additional homework to improve grades
8. *More support for stress, depression, social, and family issues

Positives (March 9, 2016)

1. Teachers support students with classroom issues and meeting deadlines
2. Students feel safe on campus and the campus supervisor is always present
3. Campus is always clean both inside and outside
4. The administration helps students with issues and concerns
5. Teacher/student interactions are positive
6. Students like the fact that their school is more diverse
7. Students like the fact that there are less fights on campus
8. Teachers are positive, and students feel safe
9. The course workload is balanced
10. Students appreciate field trips
11. The campus environment is positive
12. The leadership class is very helpful and brings students together
13. Students feel supported by Mr. Rognlien and his staff

Stated Concerns (November 8, 2017)

1. History packets need to be reviewed because the copies can be difficult to read
2. Students request more campus activities
3. Senior class should have a class trip and other activities like Grad Night

Positives (November 8, 2017)

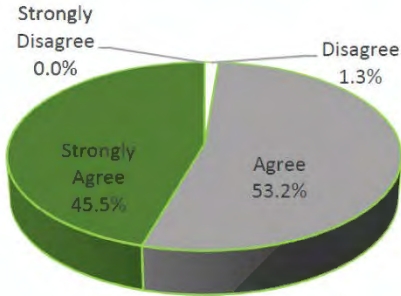
1. The administration is very helpful to students and parents with all information
2. Teachers provide a positive structure in classroom
3. *Teachers offer support before and after school
4. Teachers have great follow-up with students when sick and other issues arise
5. Staff has a high awareness when students are struggling and provide support
6. The climate of the school is positive
7. Campus supervisor and staff provide a safe campus
8. Staff supports students and prepare for graduation
9. Teachers are flexible in classroom when it comes to make-up work
10. Administration interaction with students is positive
11. *Administration gets family involved with social and family issues
12. Students can work at their own pace in the classroom

**Example evidence of a prior concern becoming a positive attribute and/or completed.*

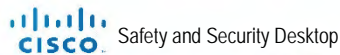
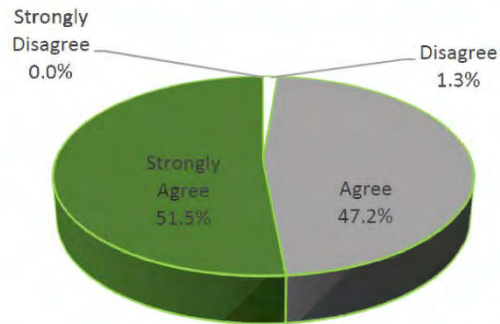
WASC Surveys Results

Below are summary results from WASC Surveys surrounding our school's Mission, Vision and SLOs – IHS provides a safe, clean, orderly campus with support for personal and academic success.

**MISSION, VISION & SLOs
Student Responses**



**MISSION, VISION & SLOs
Parent Responses**



LCFF Priority 7 – Access to a Broad Course of Study:

Courses offered onsite are listed below (on and off The Wheel).

INDEPENDENCE HIGH SCHOOL
2017 - 2018
STUDENT COURSE SELECTION SHEET

ENGLISH

ENGLISH 1
ENGLISH 2
ENGLISH 3
ENGLISH 4
ENGLISH LANGUAGE DEVELOPMENT 3

READING

ENGLISH FUNDAMENTALS (READ 180)

MATHEMATICS

ALGEBRA I
ALGEBRA 2
APPLIED CAREER MATH
GEOMETRY
GEOMETRY SUPPORT
INTENSIFIED ALGEBRA
STATISTICS

SOCIAL STUDIES

WORLD CULTURES & GEOGRAPHY
WORLD HISTORY
UNITED STATES HISTORY
ECONOMICS
AMERICAN GOVERNMENT

SCIENCE

EARTH SCIENCE
BIOLOGY
CHEMISTRY IN THE COMMUNITY

HEALTH

HEALTH

PHYSICAL EDUCATION

PHYSICAL EDUCATION

FINE ARTS

BEGINNING ART
INTERMEDIATE ART
ADVANCED ART
CRAFTS/RECYCLED ART
MIXED CHOIR
INSTRUMENTAL STUDIES
THEATRE ARTS I
THEATRE ARTS II
THEATRE ARTS III

ELECTIVES

ACADEMIC SUPPORT
BEGINNING CLOTHING
BEGINNING FOODS/NUTRITION
CHILD DEVELOPMENT I
CHILD DEVELOPMENT II
COSTUME DESIGN
CULTURES & CUISINE
ENTOMOLOGY
FIELD STUDIES I
INTRODUCTION TO AGRICULTURE
POETRY
PSYCHOLOGY WITHIN SOCIETY
ENVIRONMENTAL SCIENCE
SCIENCE & INQUIRY
SKILLS FOR LIVING I & II
STUDENT LEADERSHIP
TEACHER ASSISTANT
TUTORIAL SUPPORT
VOCATIONAL WORK EXPERIENCE
YOGA PLUS

SCHOOL/PROGRAM GRADUATION REQUIREMENTS		
<ul style="list-style-type: none"> • Independence High School Diploma – 230 credits • Liberty Adult Diploma – 190 credits • GED (Bridgeway Program) *See counselor or administration • One hundred and fifty-five (155) of those credits must be selected to meet minimum content/subject area requirements (see chart below). • Courses may be used only once to meet graduation requirements. • Students must meet the standards and benchmarks for each course and may not graduate until their senior year. • Independence High School & Liberty Adult School graduates may participate in the Independence High School ceremony. • In order to earn a comprehensive high school diploma, students must be enrolled at the comprehensive site for their final semester and meet the 270 credit requirement. 		
General Requirements		IHS Specific Math Requirements
Content or Subject Area:	Required Semester Units:	<p>Algebra – This is a college-prep standards based course designed to prepare students to meet district and state standards, along with college/career readiness.</p> <p>Geometry –This is a college-prep standards based course designed to prepare students to meet district and state standards, along with college/career readiness.</p> <p>Math Labs – Students are required to attend a minimum of one hour per week. In addition, students may utilize the labs for extra support (any day).</p>
English	40	
Mathematics	30	
Social Studies	30	
Science (OWL Biology and Physical)	20	
Fine Arts	10	
Health/Decision Making	5	
Physical Education	20	
	155 total (+ electives)	
Electives:		
Adult Diploma	35 (+ above = 190)	
High School Diploma	75 (+ above = 230)	
You can earn credits towards graduation from sources other than Independence High School (see below).		
<u>Learning Center</u>		
<ul style="list-style-type: none"> • Seniors and second semester junior students are eligible. • A variety of courses can be completed through concentrated work. It is done individually, with assistance and under the supervision of a credentialed teacher. • You are required to attend your weekly appointment and complete a minimum of one assignment a week. 		
<u>Summer School</u>		
<ul style="list-style-type: none"> • Most courses are only offered for remediation. 		
<u>Los Medanos College / Other Institutions</u>		
<ul style="list-style-type: none"> • Prior approval required. • Classes at Los Medanos or other institutions may be taken day or night. • 60 high school credits maximum may be transferred. • English 95 may be taken to satisfy the second semester requirement of English IV. • All other credits will meet elective requirements. 		

Students may take advantage of concurrent/dual enrollment in higher education such as LMC, DVC, BYU online and other approved institutions. Concurrent enrollment with LMC or DVC allows participating high school students to enroll in college courses during the day or evening. Students would receive accelerated learning (including adjusted high school credits) in the company of other college bound students, while preserving their high school experience.

College Career Readiness

2017 Graduates and College Career Readiness through CAASPP

Type	ELA Perf Level				Math Perf Level			
	Grad / ELA 2+	2	3	4	Grad / Math 2+	2	3	4
High School Diploma	47	23	17	7	28	19	8	1
Adult Diploma	12	8	3	1	5	4	1	0
Passed GED	14	5	8	1	7	7	0	0
TOTALS	73	36	28	9	40	30	9	1

* One GED student earned designation as College Ready + Credits based on GED Scores

During the 2016-17 school year, seventy-three (60%) high school student graduates were deemed at least approaching college career ready; students that qualify for this status most likely fall under the state indicator levels- “Approaching Prepared Level” or “Prepared” by earning a diploma plus at least a “2” (Standards Nearly Met) or “3” (Standards Met) on both ELA and Math CAASPP. Nine students met the requirement by performing at a "4" on the ELA and one student performed at a "4" on the Math portion of the CAASPP.

Below you will find the number of high-priority graduates who qualified as college career ready through CAASPP results.

2017 “High Priority Graduates” and College Career Readiness through CAASPP

Type	ELL	SPED	504	SED	African American	Hispanic	Homeless	Foster Youth	Migrant
High School Diploma	12	1	18	19	4	23	0	0	0
Adult Diploma	4	2	5	5	2	12	0	0	0
Passed GED	1	1	7	5	2	5	1	0	0
TOTALS	17	4	30	29	8	40	1	0	0

UC A-G Requirements and Courses

For the 2014-15 and 2015-16 school years we had three students meet the requirements each school year. In the 2016-17 school year, we doubled the number of students (6 total) who met the UC/CSU requirements (CALPADS). The academic courses are CCSS-based and mirror those of the comprehensive high school, including available UC A-G courses. In 2015 (according to the state), 96% of our students were enrolled in UC A-G courses. Although we offer most courses, currently we do not offer World Language or AP courses. Our students may fulfill the requirements by the dual enrollment criteria for college career readiness by choosing to take a course at the community college or approved higher education institution. We will need to seek approval for the following courses in 2018: Statistics, Chemistry in the Community, Entomology and Field Studies I (already approved for district comprehensive sites).

Our counselor and principal are responsible for maintaining course approval status although specific departments and/or teachers present proposals and collaborate on the course of study prior to submission.

LCFF Priority 8 – Other Pupil Outcomes:

District Financial Support Expenditures Per Pupil

Year	Adjusted \$ per Student (ADA)
2014-15-LCFF	\$7,622.91
2015-16-LCFF	\$8,537.00
2016-17-LCFF	\$9,014.00

In addition to the general fund allocation, our programs are supported through several supplemental and concentrated funding sources:

Secondary Specialized Program (SSP) grant (awarded over \$140,000 since 2013) We continue to develop our Environmental Studies program known as the OWL program and collaborate with local partners which include, The East Bay Regional Parks at Big Break, Dow Chemical, The Friends of Marsh Creek, Save Mount Diablo and The Regional Occupation Program. Students are exposed to real-world experiences in the environment and can translate that experience by showcasing their talents at the local elementary schools during the OWL Ecosystem Roadshow.



Dean & Margaret Lesher Foundation grant (awarded \$10,000 in 2016)

We continue supporting students in literacy through theater and performance with opportunities to experience and be exposed to the fine arts on and off campus.

TUPE grant (\$1,500 annually since 2016)

For two consecutive years we have been able to support and work with our students surrounding healthy lifestyle choices.

LUHSD Educational Foundation (Ed Foundation) grants

Over the years, IHS has been awarded funding for educational supplements such as a community garden (Outdoor Science Center), classroom technology, career exploration programs, an ancestry tracing map and more.

Dow Chemical Community Advisory grant (awarded over \$9,000 since 2011)

Dow Chemical funding was used to start our OWL program allowing us to purchase necessary science equipment for some of our initial outdoor learning curriculum. These grants also allowed us to greatly expand and update our school library giving us the funding to source relevant and contemporary literature and reference material for our students to use.

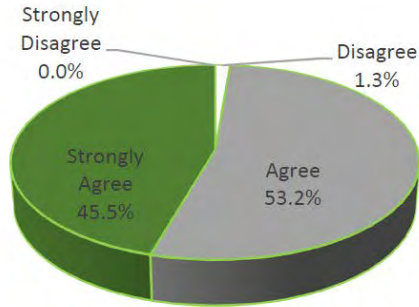
STUDENT LEARNING OUTCOMES:

At IHS we consider our SLOs to be Student Learning Outcomes. Through observations, student work and surveys, the data reflects that most of our students are meeting the SLOs. Examples- Students are more resilient and determined to stay in school and graduate (dropout rate steady decline); the diploma option and GED have been a contributor to student motivation and self-worth; online assessments and the use of technology in Math classes have exposed students to another side of the technology world; students are supported in taking risks, communicating ideas, thoughts and producing work; our college career readiness percentage is trending in a positive direction (currently at 60%).

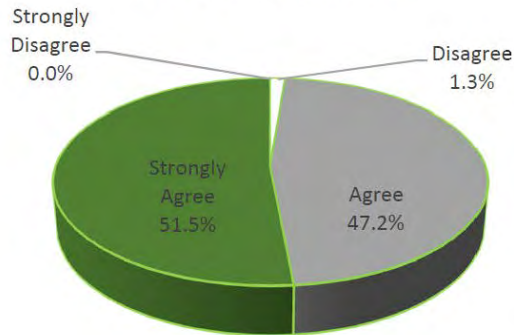


Below are summary results from WASC Surveys surrounding our school’s Mission, Vision and SLOs – Students are meeting the desired outcomes listed in the SLOs.

**MISSION, VISION & SLOs
Student Responses**



**MISSION, VISION & SLOs
Parent Responses**



Question: How does the school help students achieve the SLOs?

Example student responses:

- One to one assistance to really understand
- Real life hands-on work (OWL program)
- Real talk, prepared (LAHS)
- Senior community service project(s)

Example parent responses:

- The instruction and curriculum has led to independent thinking
- Small environment with more attention has helped in comprehension
- Senior credit checks, college and career fairs helped motivate for the future
- Program and schedule options

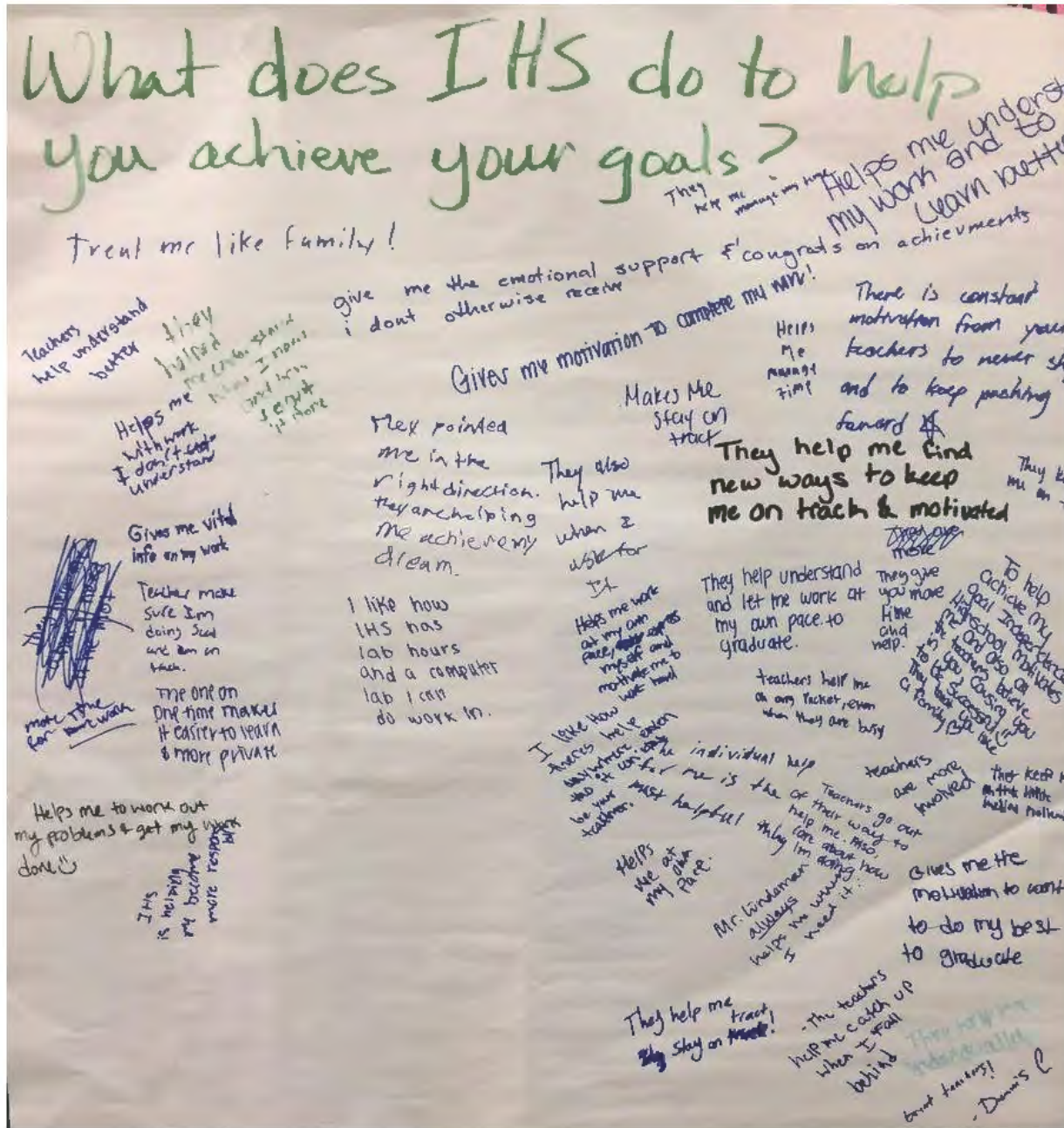
Example staff responses:

- Welcoming, caring and respectful environment
- SEL and modeling mindfulness
- One on one real-world applications and assignments
- Taking assessments online (technology)
- Assignments, feedback and varied assessments help the student with independent learning, critical thinking and accountability
- Senior community service projects

Our SLOs are appropriate as we continue to address student needs.

Perception Data

Data reflects that stakeholders feel safe, respected and valued. Both students and parents feel that their experience at IHS has been pleasant; the staff is caring and nurturing; the school has many interventions and options for success.



Summary of Preliminary Identified Critical Student Needs

Findings suggest that our students need:

- Increased support for social-emotional learning, including motivation. This is based on parent and student survey data indicating that approximately a third of our students enroll with us due to challenges such as anxiety, depression, personal problems, behavior issues, escape from peer pressure, and the fact that they desire more individualized attention.
- More credit recovery options and support to increase their ability to make progress toward graduation. About 30% of students and parents when surveyed stated that they are credit deficient when they enroll at Independence. Our enrollment data supports this because 21% of our student population need additional time after their senior year to complete graduation requirements.
- More college and career information and support. This is based on state indicators that show only 60% of students are approaching college career readiness at graduation.
- Increased Math support based on rate and number of “F” grades earned per semester. Especially in the CAASPP prep Math courses (45% for Algebra, 30% Geometry, 20% Algebra 2) and based on latest CAASPP scores that show 65% did not meet the standard and 29% nearly met the standard. Only 6 of 98 students met or exceeded the standard.

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings

Supporting Evidence

Mission Statement: To inspire all students to learn by providing opportunities for academic achievement and personal success.

Vision Statement: Students will graduate as self-directed learners who are effective, clear communicators, and responsible citizens prepared to compete globally in the 21st century.

After revisiting these statements several times in the last six years we feel they are appropriate and reflect the goals of our school, district, and community. They have a strong foundation in education research and specifically fit our student population. Through the use of meetings, discussions and surveys with parents, students, and staff, we continue to verify that our statements are validated. Our statements have also been evaluated by our school district and found to be of very high quality, and reflective of the larger goals of the district.

Our mission and vision supports the needs of our students who often come to us having limited success in a traditional school setting. This is reflected in student credit history, GPAs, and test scores. Educational research indicates that there is a strong correlation between a positive teacher – student relationship and student motivation and achievement. As such, we continue to work tirelessly building positive relationships with our students in order to inspire learning. We also recognize that all students learn differently and no one student is the same. We strive to teach students that they can be successful learners by identifying their learning styles and providing

positive, relevant real-world experiences that will lead to a successful transition from school to career. Recognizing the changing nature of the 21st century workplace, we focus on providing students with core competencies that will serve them well regardless of their eventual chosen career path.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings

Supporting Evidence

Our mission, vision and SLOs are revisited on a regular basis with all stakeholders during our SSC, ILT, school and district staff meetings and at least once a year with the school board. In the last two years, in order to solicit a wider response, we initiated a school community survey which included questions regarding the school’s purpose. The responses reflected that over 95% of our school community believes our school will help students achieve their goals.

Our faculty and administration work closely with community organizations, businesses and government agencies to provide students with real world curriculum supporting the knowledge and skills necessary for their chosen career paths. For example, students in the OWL program meet and work alongside trained professionals in fields related to environmental and biological sciences.

Although we have not made changes to our mission, vision and SLOs, we did however decide to change the outdated bland document itself. The changes included background colors, some formatting and an updated mascot image of the OWL. We feel this new document is more aesthetically pleasing to the eye and easier to read in classrooms and hallways.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings

Supporting Evidence

Ensuring that our school community understands and is committed to our purpose as stated in our mission, vision and SLOs is a high priority for our school. From the beginning, when parents are considering transferring their child to our school, they are introduced to our mission, vision and SLOs through our website, brochures and conversations at the school. After acceptance, families are reintroduced to our mission, vision and SLOs during the first formal interaction with the school – New Student Orientation. All students receive a personalized IHS folder each year which has useful information regarding the school’s purpose, expectations, requirements and strategies for success.

On the cover of every assignment handed out within our core independent study subjects (English, History-Social Science, and Science) is an overview of the topics to be discussed, the standards those topics are related to and a question for students to answer about which SLOs were used to complete the assignment. These cover sheets to all assignments are required for students to complete and create a dialogue between students and teachers about the content and knowledge from each assignment. In Math, teachers often reflect on mathematical concepts and learning as it relates to our SLOs.

In the course of students’ weekly appointments and classes they will also see the statements clearly displayed near each teacher area, classroom, hallways and office.

Parents and community members are introduced to our mission, vision, SLOs and LCAP through our website, specific mail outs, email, meetings, and during local school and community presentations (e.g Rotary Club presentation by principal). Those families who use the Aeries Portal receive an automatic statement of our mission and vision each time they log in. Additionally, this area is discussed within our school survey in which both students and parents respond to formulated questions pertaining to their level of understanding (latest results show a high degree of understanding). School community members who participate in regular school meetings (SSC, Safety, ELAC) have an opportunity to discuss the school’s purpose along with making decisions regarding our school’s direction with LCAP.

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings

Supporting Evidence

Student progress is monitored by district administration through assessments and achievement of school goals based on data and board policies. Our mission, vision and SLOs were approved by our district administration and school board. Our SPSA (school goals and LCAP) is annually reviewed and submitted for approval to the school board. To ensure community knowledge and understanding of our school, district administration and board members regularly support our school by attending school meetings, events and having regular conversations with staff, students and parents.

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

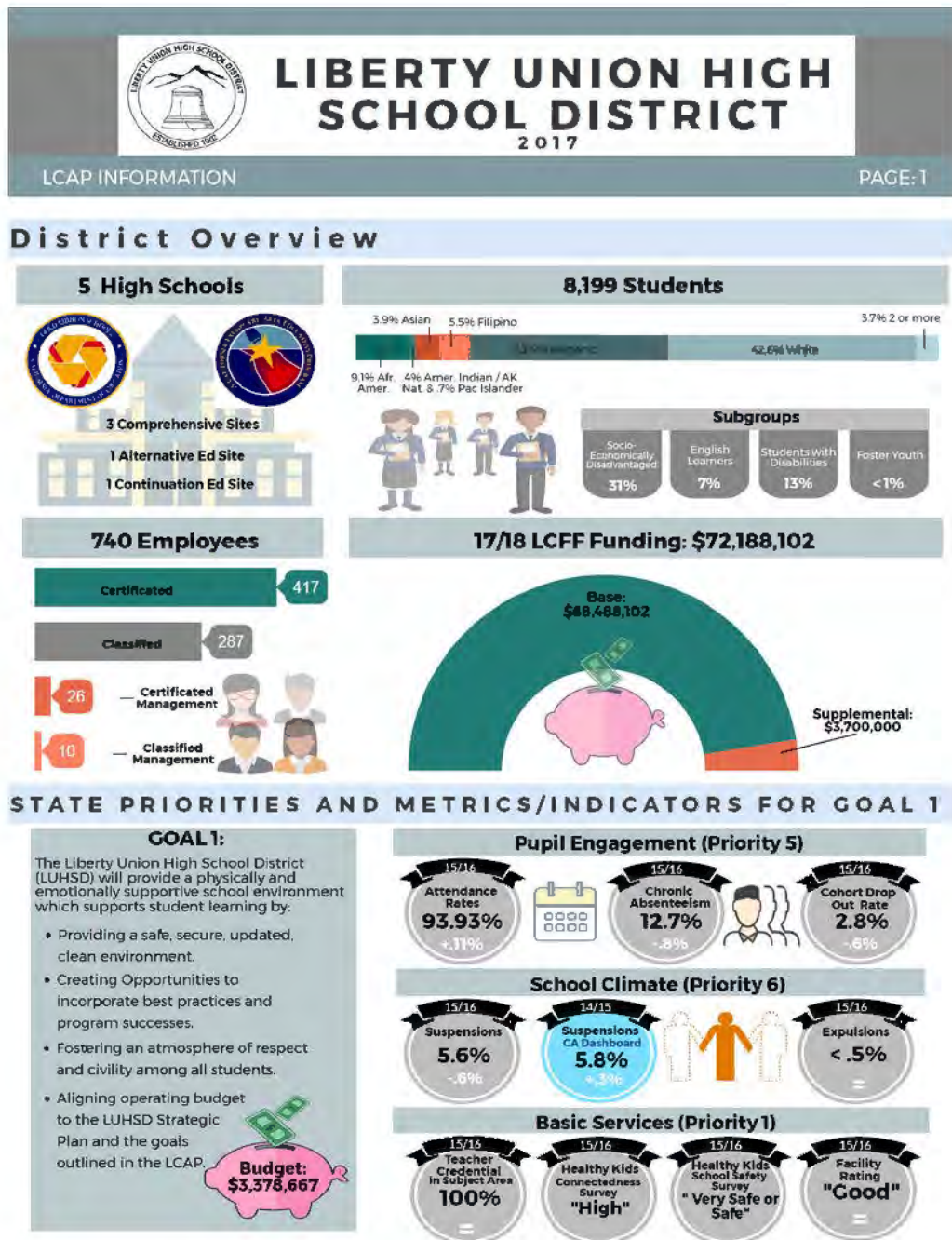
Findings

Supporting Evidence

Our school has a very well-defined relationship between the school board and our school staff and faculty. The school board enacted policies and procedures relevant to our school when we were founded in 2000 and have updated them as necessary. The board has been highly supportive of our school and the changes we have made over time to our structure. School board policies support student learning and follow Education Code. School board meetings are held monthly and sometimes twice monthly to inform the public and school community about policies, as well as to solicit input and feedback from parents, teachers, and community members.

Our site administrators attend cabinet meetings (academic cabinet and principal's cabinet) with district staff as well as regular school board meetings. The decisions made at these meetings are brought to our ILT or to general staff meetings for dissemination of information.

IHS goals and the SPSA is established and aligned with district goals as well as the eight state priorities. Site goals, plans and documents are presented, reviewed and approved by the district and school board prior to enactment at our school site.



Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings

Supporting Evidence

The school community and parents are informed of how they can participate in the school's governance for the first time each school year during walk-through registration. In addition, all information is posted on our school website and social media accounts. Throughout the year we invite and remind parents about ways in which they can participate in school decision-making groups such as SSC and the Safety Committee through letters, emails, phone calls and Blackboard Connect messages.

The school community and parents are engaged in the governance of the school through their participation in various site and district committees and councils. Although this is true, we often find regular parent commitment in these decision-making groups to be a challenge. Therefore, beyond our one-to-one conversations our staff has recently used surveys as a means to elicit responses and gain feedback.

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings

Supporting Evidence

District administration hosts meetings regarding the LCAP to solicit input from all stakeholders several times a year. District administrators have presented LCAP goals to our staff through meetings and emails. The implementation of the LCAP is relatively new and staff is still processing how it works. The staff is interested in further communication of the district's LCAP process and the ways in which our school fits into the district LCAP goals. This could be achieved through the use of weekly professional development time, during staff meetings, and by attending the SSC meetings.

The District provides our site with disaggregated data in the form of standardized tests, such as CAASPP, as well as the District Common Assessments, for teachers and staff to review through PLCs and SLCs to assist in the assessment of student performance.

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
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The Associate Superintendent of Human Resources emails all complaint forms and procedures to staff at the beginning of each school year. LEA and CSEA representatives communicate with the principal on a regular basis. If there are concerns, most are resolved onsite. Representatives of the LEA Safety Commission also field concerns regarding hazardous working conditions or facility issues. Notification of complaint procedures are given to parents and staff and forms are available in the school office.

The principal's open-door policy allows parents, students, and staff to meet with him to express concerns at any time. Administrators are also available twice a week (Monday and Wednesday) in the evenings to better meet the schedules of working parents.



A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings

Supporting Evidence

IHS reviews, reflects and constantly monitors and evaluates the effectiveness of our school and programs based on the needs of students. Much of the evaluation and revisions become a formal process through annual revisions of our Single Site Plan and the school site Safety Plan. During the school year, staff have many opportunities to discuss, analyze and assess student achievement and needs. These include department and ILT meetings, curriculum council, district professional development, and our weekly site professional development. Parents are asked to participate in site committees and continuous feedback is gleaned from parents, students and the larger community through formal and informal meetings and conversations year-round.

As an example of program planning and actions - Within the last few years we have seen an increase in student stress, depression and anxiety. In response, we had several school-wide discussions on what we could do to address this as a school community. As a result, we have increased our professional development for teachers and staff in order to learn how we can best support this trend. Our early professional development focused on strategies such as time management and mindful breathing. The response from the school community was overwhelmingly positive, leading to further development of mindfulness. Thus, this school year we formally adopted TOOLBOX (a social-emotional resilience program).

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings

Supporting Evidence

Staff analysis of data is reported out during professional development time as well as during regular department meetings. Such statistical data includes absenteeism, discipline, credit summaries, grades, assessment results, etc. This information is then taken to our ILT for further discussion and analysis of larger trends. Members of the ILT including faculty, staff and administrators are also part of our School Site Council (SSC). The SSC is provided with draft copies of our school SPSA and LCAP, whereupon the council can vet the documents and make suggestions for adjustments based on their knowledge base. Since the draft document is generally created as a result of ILT meetings, there is strong continuity between staff analysis of assessment data, our school standards, and student needs.

Once the SPSA and LCAP are approved by the SSC, the documents are returned to the administration and ILT for implementation and oversight, which continues through the year and then becomes the basis for the next year's documents. All documents are shared with district administration and presented to the school board.

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings

Supporting Evidence

Our school does not reflect the traditional hierarchical structure of teacher to department chair to administration of many schools. Instead, the staff collaborates and makes decisions in a variety of ways including one-to-one, by SLC, department, ILT and whole staff. Our staff often utilizes ad hoc communication and problem-solving based on reflection and joint decision making. However, we do have many formal processes in place for these conversations including our weekly professional development, staff meetings, department meetings, ILT meetings, and other district inclusive professional development. Because of our small size and our school model,

faculty and staff naturally communicate on a daily basis. Faculty is highly encouraged to discuss student learning and have cross-curricular conversations. Administration has an open-door policy for all stakeholders to have conversations about ways we can improve our methods, systems and programs.

As an example, two years ago we were seeing a trend of students who had 8:00am appointments being late and overall lower attendance for our first appointment block of the day. This came up in discussions during our professional development meetings and staff meetings and together faculty, staff, and administration looked at ways to address this issue. During these discussions we looked at educational research which has strongly shown that schools should start later based on students' sleep cycles. Several proposals were put forward including changing school hours. In the end, we agreed that a later start for students would be best, but a common teacher prep would benefit us as well. It was collectively decided that teachers would have a common prep from 8:00am-9:00am, and students would start an hour later (9:00am). Through observation and conversations, we have seen a decrease in student tardiness, and teachers and staff now have the ability to collaborate every day for at least an hour.

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
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While we do have and use formal structures for internal communication, planning and resolving differences usually happen informally. Since we are a school consisting of what we call our “hallway and a half” most communication simply happens by walking down the hall to talk face to face. We also use email internally particularly for discussions of a sensitive nature that cannot be conducted around students.

More formal communication is often conducted during monthly staff meetings, ILT meetings or weekly professional development meetings. From ILT, information is disseminated to departments or the SLC members “roommates”. Common prep time allows planning, discussions and ad hoc department meetings. Independence is fortunate to have a very low teacher, staff and administrative turnover leading to long-term professional and healthy working relationships.

In the event an issue arises that cannot be resolved at a site level, union contractual language is available to guide employees in formal ways to resolve the dispute. Independence staff are involved in the local unions and are generally comfortable discussing issues with union representatives if need be.

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.1. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings

Supporting Evidence

The LUHSD Human Resources Department follows standard hiring practices. The District Office maintains records and communication of staff qualifications. Currently, all teachers are highly qualified and teaching within their credentialed areas. The Associate Superintendent of Human Resources sends email notifications to staff of deadlines for renewals of credentials, certifications, TB testing, Mandated Reporter training, etc. and site administration follows up.

As an example of specific training - English teachers received textbook training for the newly adopted Springboard curriculum. Many feel the training was adequate for exploring the layout of the book but not for conversations surrounding scaffolding the new material. This challenge is being remedied through ongoing departmental meetings, district ELA coach visits, and continued district trainings.

Professional development is provided both onsite and through the district office throughout the school year, such as through the Bay Area Writing Project or Facing History and Ourselves. Site and district administration encourage teachers to seek additional professional development opportunities, providing funds for workshops and seminars, substitute teachers and training in areas such as English Development, Math Summits, Healthy Kids, CTE, etc. The district also provides after-school professional development sessions throughout the year for new or updated training in programs such as Aeries and Office 365.

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
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All teachers are appropriately assigned by credential. Each teacher generally teaches most if not all of the core classes within their department. For example, all English teachers teach English 9, 10, 11, and 12 as well as an elective class or two. Elective classes are assigned depending on teacher credential, interest, and expertise.

At times, student need drives teacher assignment. For example, due to the fact that we did not offer many options in the area of fine arts, our principal proposed a Theater Arts course. Since English teachers are credentialed in this area, he approached the department and asked for either a volunteer with experience or someone who is willing to take on this new challenge. One of the teachers stepped up and offered her services. While she didn't have a background in the theater, the principal supported the development of the teacher and class by connecting her with a veteran teacher in the district, and our solicitation of grant money. As a result, the teacher was able to receive training and support from both a veteran teacher and a local theater organization.

New teachers go through a formal district and school orientation process prior to the start of school. The district orientation gives an overview of district policies and procedures, as well as some technology training so that teachers become familiar with the necessary programs used throughout the district.

Our administration and office staff provide a "Welcome Orientation" day to ensure a smooth transition to our school and district. In the last few cases with Math, the "department chair" was also invited and spent a portion of the day assisting the new teacher getting acclimated. While new teachers do not happen often due to an extremely low turnover rate, generally new teachers are welcomed formally at the start of the school year. Most veteran teachers and our counselor make it a point to be available at any time. Our principal conducts monthly new teacher luncheons as a way to informally check-in.

In addition, LEA supports new teachers with a mentorship program that involves having an onsite mentor. Additionally, they host new teacher events to promote comradery. Qualified new teachers are enrolled in BTSA and assigned an onsite mentor. BTSA enrollees also have occasional afterschool and weekend professional development events to provide additional support in their first two years.

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
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Faculty and staff are provided with a hard and digital copy of administrative duties generally at the beginning of the school year and it is updated as necessary, along with an instructional calendar that delineates faculty meetings, PD meetings/days, and major school wide events (such as Back to School BBQ). The ILT meets quarterly to discuss policies and procedures, communicating information to teachers as well as soliciting input and feedback to bring back to the team meetings for discussion. If a procedure or policy needs more immediate clarification however, these will be discussed at our Professional Development meetings (weekly) or staff meeting (monthly). In all cases of new or revised policies and procedures faculty and staff receive this in writing via email and if it seems needful as a hard copy as well.

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
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The district offers professional development within the contract day on designated Staff Development Days at the beginning of the year and at mid-year. The district also offers workshops throughout the year outside of the school day. The district and site administration highly encourage teachers to seek additional professional development by attending workshops and conferences within the work day. The site and/or district provide funding for these trainings as well as for substitutes. For example, in the last year our teachers have attended national conferences in the sciences and social studies, as well as attending in district training for NGSS and equity issues within the classroom. In addition, teachers may earn salary advancement credit for trainings that occur outside of the work day for which they earn college credit.

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
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Our school administrators follow both the local union contract guidelines and professional standards for teacher evaluations to observe and support teachers in aligning curriculum and instruction to the school’s mission, vision, and SLOs and the academic standards. Probationary teachers receive yearly evaluations until tenure, after which evaluations take place every other year unless they meet the standards for highly qualified teachers and have had multiple positive evaluations and have been a district employee for 10 years. Administrators hold initial and follow-up conferences during this evaluation process with teachers to establish expectations and to give constructive feedback. Our administrators are hands on and support our teachers and departments by meeting as a group and individually. They conduct informal check-ins as well as maintain an open-door policy for any challenges that faculty and staff may wish to address.

When the staff was asked informally about supervision and evaluation, most stated that administrators were very effective in this area. There was some frustration expressed with union contract language around evaluation, as the evaluation tools were built for the vast majority of union members who either work at a traditional school site or teach seat time classes at IHS only (e.g. Math, Health, classroom electives). Administration is aware and understanding of this concern. When evaluating faculty, administrators are flexible with the evaluation categories to ensure that the process is a reflection of our school and we are being transparent. Administration also meets monthly with union school site representatives to discuss positive events, and any challenges or concerns, including evaluation, supervision, facilities and student related issues.

Our classified staff is represented by CSEA union and our school site administration follow all contract language in terms of supervision and evaluation. Non-contracted (at-will) hourly staff (five in total) are also supervised by our school’s administration and evaluation is ongoing with no formal evaluation process required by the district. For the most part, these employees are highly respected retired LUHSD teachers, who teach a course or two on a part-time basis.

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school’s vision, mission, the schoolwide learner outcomes, the critical student learning needs, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
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The classes and programs we offer reflect our focus goal as a school which is meeting the student learning needs in all areas. Whether that is providing Math classes with more support such as Pre-Algebra (2017-18) or Intensified Algebra, or offering Statistics for the 13-15 students that are prepared and ready. Our students with IEPs are able to take advantage of our Tutorial Support classes that provide students with dedicated, supervised support. The hands-on nature of a variety of our elective courses provide students multiple opportunities to pursue college and career readiness.

Our SSC, ILT and entire staff provide input into resource allocations that support the district LCAP goals, as well as the school’s mission, vision and SLOs. The school site budget continues to allot significant funding for all areas including, but not limited to, high-priority students such as SED, EL, SPED, under-performing, etc. The district supports the site with textbooks and expenses equitable to other site allocations.

Generally speaking, the teachers, staff, and students are supplied with the necessities and allocated funds and supplemental items when requested. IHS has a good working relationship with our district and finds ways to get “needs and wants” that have been prioritized through the school processes. The process is direct between the staff or ILT member and the principal with timely decisions and/or feedback.

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings

Supporting Evidence

The school is allotted an annual budget (outside of supplemental funding) which the principal is responsible for managing. The District Office conducts an annual audit to ensure the site is compliant in all purchases and funding. The request of funding or reimbursement is done through the school lead secretary (assisting staff and faculty with appropriate paperwork). The paperwork is then forwarded to the principal for final approval. Use of school funds is processed through MUNIS (accounting database) and categorized based on item description and SACs Code.

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings

Supporting Evidence

IHS is a well-maintained and safe campus for our students. The campus itself is approximately 100 years old and the aging infrastructure has presented some technological and financial challenges. The number of desktop computers in a room, for example, are limited to the number of electrical and ethernet outlets. However, we have adapted to this by adding three laptop carts (20-25 per cart) and teachers may check these out for student use as necessary.

Our daily student population is housed primarily in 8-10 classrooms. We share a campus with multiple LUHSD programs including LAE and Gateway which can sometimes lead to non-IHS students in our areas. We support the safe environment by posting laws pertaining to non-students and visitors on campus and being visible and vigilant in and around the classrooms. We also have a full-time campus supervisor who monitors the entire site and makes frequent classroom visits several times a day. In 2016, we installed and upgraded our interior/exterior video camera surveillance system which has been a valuable and useful tool for safety and to help prevent occasional vandalism (available through administration).

Our school district has been very supportive in maintaining our building to the highest level possible by providing funding and maintenance personnel to complete needed projects including carpeting at all doors to prevent wet hallways, mirror film on the windows to reduce heat transfer, trimming and/or the removal of dead trees, and installing an upgraded emergency phone intercom system. More evidence regarding facilities can be found in the Williams Settlement Act Compliance document.

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings

Supporting Evidence

The LUHSD purchases textbooks and supplemental reading materials for the site in all content areas. Our school provides an hourly staff member to coordinate and maintain the textbook inventory, and the district provides a site technician to support technology needs. The district also provides funding for SPED and ELL in the form of curriculum, technology and supplementary materials as needs arise.

IHS site funds are allocated to departments as the need arises. The site and district have invested significant funding in technology for both teacher and student use across the last four years. Some programs and individual classroom teachers use grant money to invest in additional technology, materials and equipment as well.

With the transition to new standards and therefore new curriculum, our district has invested in new textbooks and supplemental materials within the Math and English departments, with anticipated adoptions in Social Science and Science within the next two years. The school district has ensured that our site has the materials needed for all students and no shortages have been in evidence. More evidence regarding textbook and supplemental materials can be found in the Williams Settlement Act Compliance document.

Well-Qualified Staff

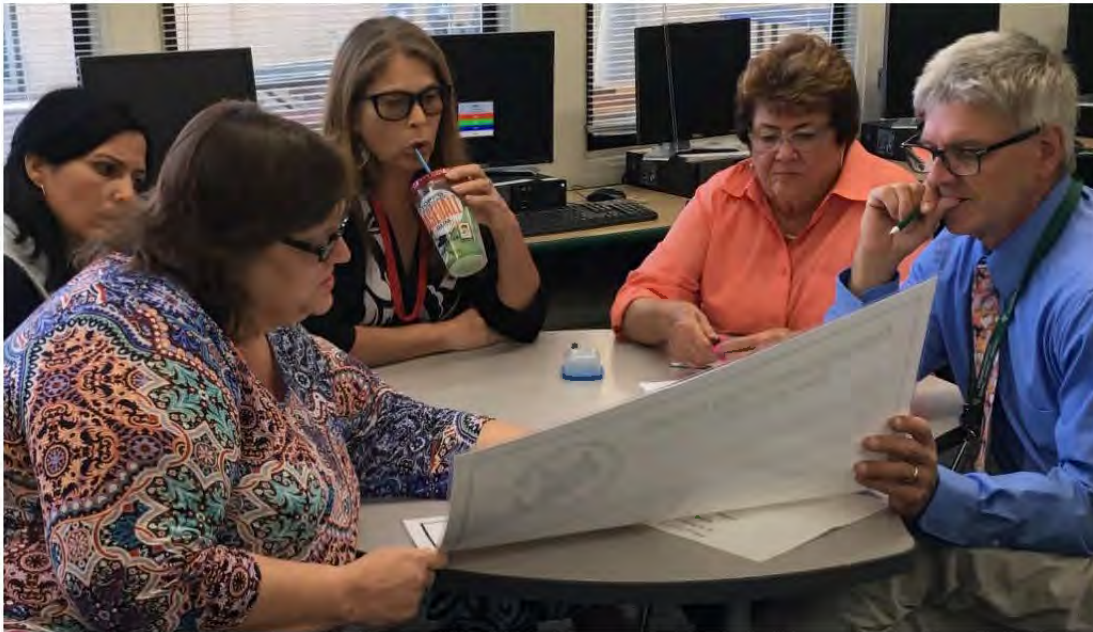
A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings**Supporting Evidence**

The LUHSD offers a competitive salary and benefit package to attract new teachers and classified staff. Both teachers and classified staff may also increase their pay on the salary schedule based on professional development through an approval process. As of the 2016-17 school year 100% of our teachers are fully credentialed. In July 2017, we hired a Mathematics teacher who is successfully progressing in her internship program. Nearly 50% of our teachers hold a Master's Degree (7 out of 15), as well as one National Board Certified teacher. Our teachers have an average of 14 years in the teaching profession, showing that IHS enjoys a highly qualified and dedicated staff.

Numerous professional development opportunities are offered or coordinated by LUHSD. Professional development is both built into the contract and outside of the school hours. Professional development is strongly encouraged, and funds are available and allocated to allow teachers to attend conferences and seminars including those that are content specific as well as CTE, SPED and others.



Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical student learning needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
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The SSC reviews, modifies and submits the SPSA (containing the LCAP) annually to the district and school board for approval. The site LCAP is aligned with both the eight state priorities and our district LCAP. Annually, the district holds presentations and workshops for all stakeholders (including both our unions, CSEA and LEA) to discuss and participate in the LCAP process. Through discussions among administration, ILT, the SSC and the entire IHS staff, funds and allocations are appropriately designated (according to the LCAP) to ensure that student needs are being met.

Form D: School Site Council Membership (2016-17)

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Guy Rognlien	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ilene Foster	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joy Crum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mimi Drake	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anne Banks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Katheryn Perry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lorraine Maxson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debbie Norgaard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Brittney Larsen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tiffany Gutierrez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Angelina Paz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nann Stark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michelle Larsen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chris Friedmann	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	4	2	4	3

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

Our school is driven by its mission, vision and SLOs which were created by our school community and continue to be assessed regularly to ensure they are still relevant. We have strong communication, support, and systems within the school and with the district and school board, ensuring that we can meet the changing needs of our students. The positive relationship between our school, district and school board ensures that all necessary support and funds are provided and appropriately designated, via our LCAP and SPSA, to achieve our goals as designated in our purpose statements.

We are proud of our highly qualified teachers and their devotion to our students. As a staff we are privileged to have weekly PD time, as well as a school-wide shared prep time which enables even more collaboration among and between departments. Staff and administration work together very well and most decision-making is highly consensus-based with the focus on student needs.

Prioritize the areas of strength and growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- Community agrees that our mission and vision fit student needs and are well broadcast to all stakeholders
- Our district office and school board are engaged and supportive of IHS
- All teachers are highly trained and appropriately credentialed for the courses they teach
- Whole school is engaged in a continual cycle of improvement in order to best meet the needs of students
- Facilities are very well maintained and improved as needed, school is welcoming and safe
- Solid procedures are in place to facilitate communication between the school board, district office, school administration and staff

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Areas of Growth**

- We would like to increase parental involvement in future assessment and revision of our school's statements of purpose
- We would like to increase community involvement in our school and district LCAP formation processes



Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings

Supporting Evidence

Our school is highly effective at using current educational research to ensure our curriculum and instruction are as responsive to student learning needs as possible. We are the only school in the district that meets every week as a community for an hour of professional development and collaboration to keep us abreast of new information and research that is pertinent to our specific school setting. Just in the last year, as a whole group we have discussed topics ranging from how best to use mindfulness to help students with anxiety (a high population at our school) to ways in which we can better use formative and summative assessments in our limited time frame. These discussions are collegial and often facilitated by different members of our faculty. Some of these topics, like mindfulness, have been researched (data analyzed) and ongoing and have led to the formal adoption of curriculum (TOOLBOX).

When not meeting as a whole group, the staff members are meeting in either SLCs or PLCs. These meetings allow us to work on professional development in more subject matter specific methodologies. Teachers can report back information from conferences or district collaboration meetings, assess test data specific to the subject or collaborate on new curriculum to better encompass recently gained information. An example of this would be our English department which is using their time to update and share curriculum to better incorporate the CCSS and address assessment results.

Specifically, the results have shown that students have challenges putting together an argument and defending it in writing. The results have dictated the need for more work on writing skills. Thus, our English teachers are tailoring assignments to focus on increasing students' writing skills by having students create some kind of piece of writing with every assignment. Based on the low overall performance levels in Math (including CAASPP scores), the Math department and administration have recently been strategizing on ways to turn this around. One strategy implemented recently was the use of socio-metrics and the Socio-Metric Chart, a technique where the teacher places students into small groups, or pods (no aisles or rows) allowing them to gain

valuable insight into the social dynamics of our students, with the hope that this leads to more positive, productive relationships where all students feel safe, comfortable and valued. This reflects recent educational research as a strategy available to support student success in schools and future endeavors. This is another example of how our departments are actively using new methods to establish whether improvements in student learning can be achieved. Staff is having cross-curricular conversations regarding ways in which each subject matter can better support the individual needs of the student.

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "A-G" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings

Supporting Evidence

All courses offered are school board approved and each have an official course of study. Several of our elective courses are using CTE standards (including science electives and agriculture). In addition, most of our classes and all of our core academic classes are A-G approved. The academic courses are CCSS-based and mirror those of the comprehensive high school. Although we offer most courses offered by the comprehensive sites, currently we do not offer World Language or AP courses. Our students may fulfill the requirements by the dual enrollment criteria for college career readiness by choosing to take a course at the community college or approved higher education institution. In 2018, we will seek approval for the following courses already approved for district comprehensive sites: Statistics, Chemistry in the Community, Entomology and Field Studies I. As a district and school, we aspire to open as many doors as possible for our students and work diligently to provide and approve the most relevant courses offerings.

Our school counselor and principal are responsible for maintaining A-G course approval status, although specific departments and/or teachers present proposals and collaborate on the course of study prior to submission.

More evidence regarding facility requirements for "wet labs" for all lab science courses can be found in the Williams Settlement Act Compliance document.

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings

Supporting Evidence

Our school prides itself on the strong level of congruence between our curriculum, standards and Schoolwide Learner Outcomes (Student Learning Outcomes). On the cover of every assignment handed out within our core independent study subjects (English, History-Social Science, and Science) is an overview of the topics to be discussed, the standards those topics are related to and a question for students answer about which SLOs were used to complete the assignment. These cover sheets are required for students to complete and create a dialogue between students and teachers about the content and learning from each assignment. These assignment cover sheet changes were made after our last six year WASC visit and have been a part of instructional design ever since.

When creating curricular units, as well as individual assignments teachers start with our standards and SLOs and build out from there; our standards and SLOs are not an afterthought, they are the core of what we do. Over the last few years, many core subjects are working with new standards and frameworks. The new standards have afforded us the opportunity to create or revise units and assignments and renew our focus on the school SLOs in the process. Much of this work is being done in departmental teams where curriculum, standards and SLOs are discussed and course by course decisions are made about which skills and content will feature most prominently. While the departments do the lion’s share of the work on this, it is also worth noting that we have district-based collaborations for each department that support this work and our faculty has a representative on each of these committees. Information gained by our representatives is then shared with the department, discussed and then incorporated into the curriculum.

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
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Due to the nature of our independent study program, integration of assignments is difficult. Students come in at various times of the school year, with different credit and course needs. Thus, no cadre of students are at the same place at the same time for any given set of courses or classes. Having said that, we do function as a series of interconnected rooms (SLC) with several core subject teachers in each room. This allows for daily spontaneous discussions of the overlap with individual student courses and assignments. As each teacher discusses a particular point in their curriculum often other teachers will chime in to bring further depth to the conversation by adding information from their own subjects. We have chosen to focus our integration of content via our yearly school-wide themes where assignments are provided for the whole school and often assemblies or workshops are used throughout the year to support the curriculum.

Additionally, through professional development, communication and collaboration, we often see overlap in the course requirements and assignments as we do our best to interconnect meaningful learning. For example, Social Science and English both teach literacy and writing skills; Science teaches basic Math skills and uses data analysis, creating curricular integrity with our Math courses. Our elective courses often support core subject content and teach skills needed for student success. For instance, our Beginning Foods and Cultures and Cuisines courses reinforce basic Math skills by teaching measurements. Additionally, Psychology within Society and most other elective courses support ELA in building literacy skills when reading journals, writing reports and essays, etc.

The integration among disciplines is not a new concept and has been and is supported in the CCSS, NGSS, as well as the new California Social Science Frameworks. These standards emphasize the integration of the core subjects and our teachers are embracing the challenge of bringing more of each other’s content into our own subjects.

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
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Students may take advantage of concurrent enrollment at the comprehensive sites in academy pathways and specialized courses such as band. Students have the opportunity for dual enrollment in higher education at the community college, BYU online and other approved institutions. IHS has an extensive relationship with LMC. Dual enrollment with LMC or DVC allows participating high school students to enroll in college courses during the day or evening. Students would receive accelerated learning (including adjusted high school credits) in the company of college students, while preserving their high school experience. Dual enrollment in higher education and earning a passing grade in at least one semester/two quarters enhances their chances of becoming college career ready.

In addition, through the ECCCPT2 consortium, we have elevated our partnership with LMC and made it possible to have CTE Career Counselors onsite providing orientations, college planning, FAFSA workshops, SSS, and assisting in the development of our students in the area of college and career readiness, while in the comfortable atmosphere of our school.

Our students have little to no experience surrounding college, based on the fact that 80% of our students’ parents report that they have only high school to some college experience. With so many potential first generation college students in our population, we have recognized that much more additional information is needed to understand how to explore college, the requirements and potential benefits. This has led to the before mentioned seminars, workshops and our LAHS presentations. Students also receive extensive information about technical programs and certificates that community colleges offer if a traditional college route is unappealing.

As we expand our offerings to help students make solid post-graduation plans we are investigating making deeper connections with the two organizations with which we share our campus, LAE and East Bay Works Career Center (public network job center). Students are made aware of the organizations’ purpose and what services are available. The English department requires senior students to visit East Bay Works as part of their senior assignment. Currently, we are investigating ways in which we can better incorporate their services.

We are a voluntary choice alternative school where students transfer to us primarily from the three comprehensive high schools within our district. Our school administration and counselor work extensively with their counterparts from these schools to discuss the appropriateness of the transfer student. As our school model has changed over the last few years our school administration began meeting annually with stakeholders from the other sites presenting and demonstrating how our school supports students.

The school district conducts an online survey with graduating students (Grad Survey) to determine their future plans. Most of our students intend to go to college (usually community college) or attend a trade school of some kind. A few students choose to go directly to work, yet a few more go into the military. At this time, we have not conducted a post-graduation survey but we are currently discussing the idea. We believe the information gained could give us valuable insight into previous and current decisions we have made with our hybrid style school model and programs.

<p>INDEPENDENCE HIGH SCHOOL PROGRAM HIGHLIGHTS</p> <p>Mindfulness</p> <p>Math Lab</p> <p>TUPE</p> <p>Read 180</p> <p></p> <p>Bridgeway (GED)</p> <p>Outdoor Environmental Science Center</p> <p>College/Career Planning</p> <p>Student Leadership / Activities & Clubs</p> <p>Essay Contest</p> <p>Outdoor Wetland Learning (OWL)</p> <p>Outdoor Gardens</p> <p>Community Volunteer Program</p> <p>Poetry Out Loud</p> <p>Vocational Work Experience</p> <p>And Much More.....</p>	<p>Mission Statement</p> <p>Our mission is to inspire all students to learn by providing opportunities for academic achievement and personal success.</p> <p>Vision Statement</p> <p>Students will graduate as self-directed learners who are effective, clear communicators and responsible citizens prepared to compete globally in the 21st century.</p> <p>Motto</p> <p>Inspiration • Dedication • Graduation</p> <p>Independence High School strives to maintain a small community atmosphere and personal approach, allowing students to take advantage of individual attention and instruction.</p> <p>School Office Hours</p> <p>8:00 a.m. - 4:30 p.m. - Monday - Friday</p> <p>Guy Rognlien Director of Community Education</p> <p>Ilene Foster.....Assistant Principal Joy Crum.....Counselor Nicki Pierce.....Secretary Hermelinda Meraz.....Secretary Mary Warr.....Registrar</p> <p>INDEPENDENCE HIGH SCHOOL (925) 634-2589</p> <p>Para asistencia en Español por favor marque x1037</p>	<p>INDEPENDENCE HIGH SCHOOL</p> <p></p> <p><i>Home of the Owls!</i></p> <p>929 Second Street Brentwood, California 94513 (925) 634-2589</p> <p>Para asistencia en Español por favor marque x1037</p> <p>luhsd.net/independence @theHOOT94513</p> <p>On August 28, 2013, the Liberty Union High School District Board of Trustees approved the owl as the mascot for Independence High School. Many cultures believe the owl to be symbolic of such honorable traits as intelligence, wisdom, protection, and independence. The study of owls has been, and will continue to be a tradition at Independence High School.</p> <p>Liberty Union High School District</p> <p></p>
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B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings

Supporting Evidence

IHS excels at providing college and career exploration opportunities. There are both formal and informal modes for exploring students' future avenues and goals at our school. Students have ongoing discussions with their primary teachers and our school counselor about the student's goals, interests and career paths. One of the jobs of a student's primary teacher is to ensure that students are aware of and thinking about life beyond high school. Part of these discussions include plans to complete high school itself, and our RTI is set up to ensure students are on track to complete high school in a timely manner. Beyond this, our school counselor meets with each senior individually for their Senior Graduation Check-In. This conversation involves both a discussion of the student's path to graduation as well as their post high school goals. These conversations often lead to attendance at one, if not all, of our LAHS programs.

We have a multitude of more formal events and discussions to help students explore and make decisions about their futures. Many of our core and elective classes actively discuss career options within the curriculum most especially within our OWL program in which students learn about our local ecology and work with professionals in a variety of ecology related fields. Additionally, we have several elective classes including Skills for Living, Read 180, Foundations for Success, Vocational Transitions and Vocational Work Experience that focus on soft skills, goal setting, work life and career planning. Students also have the opportunity to take ROP classes at other school sites through concurrent enrollment in classes at our local community college.

Students are strongly encouraged to attend more formal seminars with a counselor from LMC on how to be successful in college. These are held every couple of months on our campus and are targeted to our juniors and seniors specifically (students earn credit for attendance). Additionally, our counselor along with the counselor from LMC provide workshops on financial aid for both students and parents during the school day and in the evenings.

As a school we also invite speakers for our quarterly school-wide assemblies. During the assemblies, speakers from a diverse set of careers and backgrounds talk to our students about their life journeys, school-to-college and career paths. The selection of presenters is primarily focused on people who have similar life challenges, stories or background in school as our students. We often seek out former students as presenters. With career exploration, we tend to focus on careers that do not necessarily require a college degree. Most recently we have had speakers from Shell Oil Refinery discussing the career paths the company provides and their intensive need for employees in the near future. Beyond these assemblies on our site, students are introduced to the East Bay Works Career Center, which is a joint venture of public entities, non-profit agencies, and private organizations matching businesses and job seekers and LAE where students are strongly encouraged to participate in a variety of college and career fairs. Our students also have the ability to attend college and careers fairs held on other district school sites.

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings

Supporting Evidence

Over the last six years a great many changes have occurred to expand our curriculum making it more rigorous, relevant and hands-on for our students. Much of this change has been driven by two main sources, one internal and one external. The internal force is our faculty and administration who are constantly striving to find ways to make our curriculum more relevant and meaningful for our students. The external force is the massive shift in state standards (CCSS, HSS, NGSS). All of our core academic departments have shifted to or are shifting to new courses, new instructional models, and/or new curriculum entirely. This has been an amazing opportunity for our staff.

One of the curricular advantages to an independent study model (other than Math) is that all course curriculum (packet assignments) is written in large chunks for the entire year. Assignments are based on the number of weeks in the school year (16 per semester and 32 in all). All packet assignments for the school year must be ready on the first day of school. This is done primarily due to the fact that students enroll at a variety of times during the school year and may need to start part way through a course. This means that teachers spend a lot of time crafting a course from the ground up (based on research and data analysis), but not rolling it out until the entire years' worth of assignments are finished. This allows for comprehensive planning of units rather than ad hoc day-to-day or week-to-week planning, as may be done by the traditional classroom teacher. Because we need additional time to create the

assignments, this means that our shift from old to newly adopted courses and standards is generally delayed by a semester to a year. This also allows our students that may have failed a course the ability to repeat a course they have seen prior, without adding additional stressors to their workload.

Additionally, for the 10% of our population with IEPs, we also offer extensive additional services to accommodate their learning needs. This includes our Tutorial Support class in which each IEP/504 student is enrolled in. Our Math Labs and Read 180 class offer additional support in those subjects. Teachers also work with our SPED teacher to modify individual assignments as needed to ensure we meet the student in their zone of proximal development. We have also worked hard to make our curriculum and instruction much more hands-on in acknowledgement that many of the students who come to us have not found success with traditional teaching methods. With the creation of the OWL and LTP programs, we continue to adjust our teaching styles to a more hands-on learning environment. As a primarily independent study school, we often have more flexibility to do day long or multi-day projects, workshops or field work and each year we try to take more and more advantage of this.

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>Our school model leads to extensive collaboration between parents, students and staff. One of the first things students do with their primary teacher and/or the counselor is review and discuss transcripts, personal goals and options. Each week during their appointment student progress is revisited. Communication with parents is frequent to apprise them of attendance and academic progress. Based on a random sample analysis of our parent contact and attendance tracking sheets (randomly checked 17%), nearly 15% of our parents each week are contacted by teachers either by phone or email. Parents also have access to our Aeries Portal which allows them to see their students' progress. At last check, nearly 100 students and parents had logged into the portal over 88,000 times, showing that a great many of our families find this a helpful tool for understanding student progress. If students are underachieving or struggling, our RTI model is used.</p>	
<p>Our LAHS program also works with students to help them explore different career options and college possibilities. In collaboration with the IHS counselor, a LMC counselor provides regular (approximately quarterly) onsite orientations and college</p>	

planning (including FAFSA workshops) for our students and families. These seminars have been well attended, particularly the FAFSA workshop when it is offered in the evening for parents and students to attend.

Throughout the school year staff reinforce the mindset of planning for life after high school by working together as a school community and choosing habits and attitudes that will most benefit future plans and goals and finding ways to insert them into curriculum, conversation or as stand-alone assignments. This last year we formally adopted the TOOLBOX curriculum to teach students much-needed soft skills that will help them in the work place.

Additionally, our school counselor meets with students one-to-one to set up a college and career readiness plan during their academic tenure with us. We focus most particularly on our seniors, as they often make up nearly half of our school population. This meeting helps students with the scheduling of classes, creating a graduation plan and formation of their goals for after high school.

Because we are primarily an independent study school, this often means our students have more time during the day than students at a traditional site. Therefore, we strongly encourage students to engage in volunteer, internship, job opportunities or co-enrollment in LMC or other university classes to help them use this time productively. For students who choose the employment option, we offer our Vocational Work Experience class where they can earn elective credits towards graduation and learn about the work world. Students meet weekly with the work experience coordinator and discuss relevant work-related topics, including how to read a paystub, employment law and communicating effectively with an employer.

Students who choose to take higher education classes may do so at a variety of institutions such as LMC, DVC and BYU online. Concurrent enrollment with LMC or DVC allows participating high school students to enroll in college courses during the day or evening. Students receive accelerated learning (including adjusted high school credits) in the company of college students, while preserving their high school experience. This gives students exposure to the college experience while still in high school and the ability to improve skills and knowledge in a specific field not offered at IHS.

All of these options and opportunities are conveyed to and discussed with parents through email, phone calls, during orientation and by posting the events and opportunities on the school website. As a result, 98% of our students and parents agree or strongly agree that IHS “offers appropriate support, including a personalized course of study, to ensure academic success” (from student and parent surveys).

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

Findings	Supporting Evidence
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Our LAHS program is very well attended averaging 50-60 students in each assembly, and over 45 students in the three workshops this school year. Based on data provided to us by LMC, approximately 25% of our graduating classes in the last few years have enrolled in their school.

Anecdotally, our school community agrees that the programming is helpful determining post-high school goals. In our focus group interviews and surveys, both parents and students cited that staff listen to students, ask about their future goals, and help students make appropriate plans to ensure a correct pathway towards achieving those goals. Our survey data also tells us that 100% of students and parents strongly agree to agree that we provide “appropriate support to ensure student’s academic success”.

Determining the long-term efficacy of our college and career planning programs is an ongoing goal. While our graduating seniors complete senior surveys prior to graduation day, we do not yet have a way to follow-up with our alumni to identify longer term impacts of our programming. The staff has begun conversations surrounding this area.

YOUR HOMETOWN WEEKLY NEWSPAPER

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No name change for fire district

by Kyle Szymanski
Staff Writer

The East Contra Costa Fire Protection District Board has extinguished the Contra Costa County Board of Supervisors' recommendation of a name change to avoid confusion with neighboring Contra Costa County Fire Protection District.

The recommendation was one in a series attached to the board of supervisors' 2015 pledge of nearly \$312,000 to help the district reopen a fourth station. The fire board unanimously agreed not to alter the name – largely to save the estimated \$77,000 that the change would cost.

“There are a lot of places where we could use these funds,” said Board President Joel Bryant, who believes the change could have merit in the future.

The funds given to the district have since been burned up to keep Knightsen’s Station 94 open, and

see **Name** page 34

Turning the tassel

Photo by Tony Kukulich

Rebecca Carroll enjoys the moment during her graduation from Independence High School, on Tuesday, June 6. Congratulations to the class of 2017!

To view a slideshow of the event, visit www.thepress.net/multimedia.

Purses With A Purpose

Kindergarten teacher starts company to blend fashion with philanthropy. **Page 5**

Starting A New Chapter

Beloved local educators reflect on their careers as they step into retirement. **Page 6**

ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

Our school has extensive professional development and departmental meeting time to discuss, collaborate and create curriculum for our courses. This has led to highly cohesive assignments that are easy to differentiate based on the individual needs of students. With the recent shifts in state standards and frameworks for all core subjects, our faculty has been working hard to create and revise curriculum to meet these new priorities. As this new curriculum is being created and tested, we will be looking for ways to increase skills and knowledge around college and career preparedness.

Prioritize the areas of strength and growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- School provides weekly professional development and departmental meeting time for planning and learning.
- Core class curriculum is state standards based and aligned with our school's statements of purpose and SLOs.
- Faculty actively participate in district, county, state and national professional development opportunities spanning our district curriculum committee to national conferences on specific content.
- Hands-on learning-based programs, with strong connections in our community and local schools.
- Curriculum is highly cohesive and differentiated based on students' personal education plan.
- LAHS program helps students plan for their future through workshops, seminars, and personal meetings with our counselor and other outside agencies and professionals.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Continue to educate the comprehensive high schools about how we can support their students in need of an alternative school setting. This will lead to appropriate student transfers that are better informed and prepared for our unique hybrid style environment.
- Further expand our college and career planning activities through the LAHS program.
- Grow the number of students who meet the college and career readiness indicators.



Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings

Supporting Evidence

Our school model allows us to adjust both instruction and curriculum when needed. All core subject areas, except for Math, work one-to-one with students and adjust instruction and curriculum based on student needs. In Math, we not only differentiate during class time, we have a built-in support with our Math Labs on a daily basis that allow students and teachers to meet one-to-one and in small groups to assist in understanding. Students with IEPs and 504s receive accommodations and/or modifications based on specific documented needs.

Teachers often adjust instruction (assignments) based on student interest and academic level, while continually pushing rigor and challenging the student to achieve at the highest level. For example, students with highly developed writing skills are asked to produce more complex pieces of writing, while students with strong reading skills are given more complex primary source documents to analyze. Our Math department which teaches in a more traditional classroom setting is using socio-metrics to support instruction and in the development of higher level critical thinking.

We concentrate and focus on hands-on learning. This can be seen particularly in our OWL and LTP programs. These two programs run through our Science and English departments and use non-traditional learning techniques to increase student interest and learning. The OWL program grant funds provided to revise and create science curriculum that is applicable and relevant and focuses on our local ecology and watershed. Our Field Studies course and curriculum was developed for students interested in careers in ecology and the sciences. The students participate in weekly fieldwork in the community, at different school sites, etc. More often than not, students meet with and learn from professionals in science related fields. Recognizing

that minorities and women are under-represented in the sciences both at our school and nationally the OWL program does specific recruitment within these groups and we have seen an uptick in minority and women in our OWL classes as a result. Once again, this program has received extensive grant funding from the CDE and is in its fifth year.

Our LTP program focuses on using performance to increase students' literacy skills. This is done in several ways. We strongly encourage our students to participate in our Poetry Out Loud competition where students learn analysis skills while they bring poems to life. Students may also choose the Poetry elective class which is taught by the student's English teacher (on The Wheel). The second piece to this program is our Theater Arts class which brings in working actors to help students learn both text analysis and performance skills. All students are also invited to attend workshops from professional actors as well as performances around the Bay Area. These workshops and performances are coupled with English assignments that ask students to interact with the play and its text to increase their overall literacy skills. This program has received grant funding for several years as it has expanded, and we are looking forward to having multi-year data to work with. This will allow us to assess the program's impact. Both the OWL and LTP programs are primarily self-sustaining and receive strong support from our school district.

We have also hosted a variety of assemblies such as a panel of veterans discussing their experiences for Veterans Day and our LAHS program where locals discuss different career paths and how they got there. Students are often asked to personalize their learning experience through assignments that ask them to talk to others about their life experiences. For example, while studying the Vietnam War students are asked to speak with someone who lived through the War and discuss their feelings about it. Additionally, this year for the first time as part of our WASC self-study, we asked our Statistics class to analyze some of our school's assessment data. Their analysis was helpful to the study and served as a real-world data set for students to grapple with in class.

Most of our student work analysis is done individually with our students as we meet with them and this allows for immediate feedback and modification of future assignments to meet their learning goals and needs. That being said, as a faculty we analyze and aggregate assessment data and larger batches of student work to identify trends and ways to best support the individual student. Generally, this type of work is done during our weekly morning professional development time either as a whole faculty or in departments. Past assessments of data have led to the creation of our OWL and LTP programs to address a lack of student interest in the sciences and to increase literacy skills by using theater and performance. This data analysis has led to revamping of student reading and writing assignments to increase critical thinking within our History-Social Science department and a change in instructional methodology within the Math department to address our low CAASPP scores.

Our data and student work has also shown that we are not exempt from statewide trends that show students of color do not do as well as their white counterparts. Research says that students who feel welcome learn and focus more on their education. We have instituted a culture and specific strategy with our high-priority students in which we welcome and check for understanding on a daily basis. We are also ensuring that as curriculum is being created that it is more culturally inclusive and better reflects our school community.

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
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Students are given a high degree of ownership during their school experience. During their first meeting with their primary teacher they are introduced to their transcripts (often the first time any of them have seen these). As they review their transcripts they learn what is required for graduation (further investigation and clarification may happen through the counselor). Educational plans are created by the counselor and is refined between the teacher and student. Each week the primary teacher and student discuss work completed, student knowledge is assessed, and grades are posted in Aeries for easy student and parent access.

Because we are primarily an independent study school, students do not receive daily instruction and feedback on their work (exceptions are Math classes and seat time electives). To mitigate this, students are given highly detailed instructions for their weekly assignments from each teacher. Students are also given rubrics for major pieces of writing as well as projects so that students can better understand the expectations and requirements of these larger assignments. Often with new students, part of our formative assessment of their skills and abilities is to not provide strong expectations for student work. This way teachers can see what students will do when only told to do their best on the assignment given the directions within it. As students return the next week valuable information is gained by the teacher through discussing the challenges and victories students had with each assignment. Teachers learn about student reading and writing levels as well as gauging motivation and persistence for the individual student. Feedback and expectations are then given. This conversation continues as student skills and knowledge increase over time.

For Wheel appointments and Math classes, students understand they will be assessed in some form. Each Wheel appointment teacher has their own preferences and will use a variety of assessments depending on the student. Both informal and formal assessments are used by our teachers. These assessments include questions and answers either orally or in writing, discussion and analysis of ideas, synthesis of concepts via charts or other visual means, and small group projects. Sometimes the assessment process and review of student work will lead to re-assignment of student work. If this is done, there will be a reexamination of expectations of work, along with an additional appointment time to complete work. Once complete, the assessment process begins again. Thus, our student performance levels are highly differentiated, and students are pushed within their own zone of proximal development.

Students with IEPs, 504s or within the Bridgeway program have additional checks-in's and supports to ensure they understand and are meeting the expectations set forth by the individual plans and/or testing requirements. These supports are provided by our SPED teacher, GED teacher, counselor and administration.

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings

Supporting Evidence

We have worked diligently to differentiate our curriculum to meet the learning needs of our highly diverse population. Because we do not have daily seat time for each subject, we must rely in the extreme on the curriculum we develop to ensure maximum student learning. Our teachers use many different ways to bring concepts and ideas to our students including (but not limited to) the use of traditional videos, online tools and games, student and/or teacher created presentations, flipped classroom style videos created by individual teachers, analysis of primary source documents and fiction pieces, producing writing in essay, and short answer. In our classroom-based classes (Math as well as many electives) students lead discussions, create various individual and group projects and utilize technology in the classroom.

The Social Science and Science departments use an online learning management system called Haiku where links, documents, and videos are stored for ease of student access. We have been using Haiku for two years and continue to explore ways for students to use the system to enhance their learning. This system also allows students to create an online portfolio of learning which individual departments are considering using to allow students to track their progress in a multi-year way. Our

district also adopted the use of Microsoft 365. Students and teachers all have access and the ability to download and/or log into the full Office Suite. Students also use Google Drive to share and complete assignments. Additionally, the school district provides student access to Wi-Fi for use with their own devices. In order to complete assignments or work in class, we have gained three laptop carts (20-25 in each) which teachers can check out for student use. Beyond traditional technology use, students are also introduced to and taught to use subject matter related technology including graphing calculators, and scientific equipment used in experiments and data collection.

While we are very interested in expanding our use of technology as a teaching tool we are also mindful of the digital divide and do not assume students' access to computers or the internet while off campus. As a school we are aware of these possible limitations and therefore have dedicated funds to staff our school computer lab during the entire school day, every day for students to come in and use as need be. Our computer lab coordinator provides basic technology support, administers our LMS - Haiku, and provides training and support for all of our online testing including assessments. When students enroll with us they are made aware of these supports and are highly encouraged to use them and we continue to remind students of their availability as needed. When students are assigned work, we ask them to take note of the online or computer-based pieces and think about when and how they will have completed this portion of their work. For students who need it, we create a weekly schedule with time dedicated to working with specific teachers as well as time scheduled in the computer lab.

Teachers differentiate curriculum in other non-technology based ways as well. This is particularly true when it comes to students with IEPs or 504s, but differentiation is also done for other students to increase the challenge for excelling students and support students who find the standard level work overly challenging. Our teachers do this in a myriad of ways including modifying individual parts of assignments, changing readings to meet individual student levels, introducing concepts, vocabulary and skills students will need for their assignments during their appointment times, mixed level groupings in classrooms, providing additional videos or supplemental materials to reteach concepts, and providing various methods of communication for students to reach their teachers to get the necessary support.

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings

Supporting Evidence

While our instructional methodologies are inherently limited by our school model, we use as wide a variety of instructional methods as possible to engage students in their education. As a primarily independent study school, our students meet with their English, Social Science, and Science teachers once a week for a 90-minute appointment. These are called their primary Wheel appointments, where they rotate between these teachers during their appointment. Students in Math and many electives will meet in a traditional classroom setting, often for a more limited amount of time as compared to a student at a comprehensive traditional school site.

For student's primary appointments (English, Social Studies and Science) teachers must create curricular assignments in weeklong chunks that students can then complete independent of classroom instruction. Students receive limited, but intensive one-to-one instruction during their primary appointment during which time their work is assessed, the "big picture" discussed and/or clarified, and new work is outlined. Formative assessments are also given to ascertain what knowledge students may already have on the subject. For their weekly assignments, students are generally asked to do a variety of reading tasks, including reading textbook sections, articles from various media outlets, primary sources, graphic novels as well as fiction and non-fiction texts. Information is also provided to students through the use of online videos, podcasts and educational websites. Some videos are created by our teachers in order to implement a flipped classroom style experience (particularly true of our Science department). Other subjects use videos and podcasts made by vendors such as Khan Academy, Crash Course or PBS. With these sources of information students are then asked to show their understanding through answering questions, completing larger pieces of writing, creating brochures or posters, or putting together presentations (PowerPoint or Prezi) just to name a few ways in which we check for understanding. Students are also asked to use their knowledge to analyze and interpret different kinds of data, creating charts, timelines, diagrams and other means of graphically displaying their understanding of the data. Larger projects and essays are also used and assigned over the course of several weeks of work. In these,

students are often asked to synthesize information into thematic ideas or thesis statements discussing how different ideas, events or storylines can be seen as a larger whole. An example of this is a World History assignment in which students are required to create a travel tour for a company that owns a time machine. Students have to create a thematic trip over time and discuss where, when and why they would take people on this trip and how each place/event illustrates the theme.

Our elective and Math classes use many of these methods and more that are classroom based to bring curriculum alive in the classroom. English and Health use journals to extend student writing and reflection skills; Theater uses performance of different scenes, monologues and improv warm-up activities to encourage students to improve public speaking and performance skills; Math classes use small group work and warm-up problems to get students to work collaboratively – learning from each other, while science regularly incorporates experiments and lab work so students can see concepts brought to life while learning practical science lab skills.

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
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The vast majority of student work is independent practice by default because of our independent study school model. We do not have time or room for didactic teaching styles. For student’s primary appointments (English, Social Science and Science) teachers must create curricular assignments in weeklong chunks that students can then complete independent of classroom instruction. Students receive limited, but intensive one-to-one instruction during their primary appointment during which time their work is assessed, the “big picture” discussed and/or clarified, and new work is outlined. Formative assessments are also given to ascertain what knowledge students may already have on the subject. For their weekly assignments, students are generally asked to do a variety of reading tasks, including reading textbook sections, articles from various media outlets, primary sources, graphic novels as well as fiction and non-fiction texts. As previously stated (C2.1.) information is also provided to students through the use of online videos, podcasts and educational websites. Some videos are created by our teachers in order to implement a flipped classroom style experience (particularly true of our Science department). Other subjects use videos and podcasts made by vendors such as Khan Academy, Crash Course or PBS.

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Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings

Supporting Evidence

There are many different ways in which our students demonstrate their learning in all of our subject matters. In traditional ways, such as summative assessments where, for example, US History students are asked to compare and contrast the experiences of victims of other genocides with those of Holocaust victims. By answering a question like this they are showing an ability to bring together their knowledge on separate subjects and analyze the extent of the shared experience between groups of people. The academic tools they are demonstrating include their ability to do close reading of text, present information logically and in writing. Students also demonstrate their ability to use academic skills when completing various projects. For instance, in

English 1 (9th grade) while reading Romeo and Juliet they complete (act by act) a character journal where they write diary entries from the perspective of one character. Students demonstrate their writing abilities as well as their textual and character analysis skills in completing this project. Additional examples include Science classes in which students create lab reports thereby using their critical thinking skills to explain the process and outcomes of the experiment. Students in Sewing create their own projects from start to finish by learning to read patterns and demonstrating basic techniques.

As a school we have a heavy focus on students' ability to show what they have learned. A student's ability to demonstrate learning is what we base their grades on. Their work product must speak for itself given the limited timeframe in which teachers are able to work with students. In this kind of learning environment students are acutely aware that there is no 'hiding in the back of class' or 'flying under the radar' – we meet one-to-one and if a student does not understand the material or is lacking the skills to complete a project, that is quickly obvious to both parties. Once these learning deficits are identified steps are taken to fill in those gaps and the student is then tasked with demonstrating their ability to use the skill or show their knowledge of the material. Usually, students' grades are relatively high at IHS. This is not due to grade inflation, but rather that teachers insist on students understanding and demonstrating the necessary skills and knowledge before moving forward. Therefore, if an assignment or project does not rise to an acceptable standard then the student will continue to work on it with coaching (as needed) until complete.

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings

Supporting Evidence

All assignments ask students to show their understanding, to reflect on the concepts and use them in some way. Because we have limited in-person instruction and assessment time with students, student work produced is particularly important and teachers depend heavily on this to acknowledge student comprehension of key concepts.

Teachers ask students to demonstrate their knowledge in a variety of ways. Examples are: Basic question and answer in English 2 where students answer questions to show they understand the content of a video; creation and interpretation of visual images in Earth Science where students create an image to show their understanding of key vocabulary; analysis of a political cartoon in American Government; equation balancing through an experiment with copper and iron in Chemistry in the Community; and reflection narratives on information and how it applies to their own

world in English 4. Evidence of student reasoning can be found in subjects such as Economics where students are debating and defending an argument, and determining if the Great Depression was caused by the stock market crash.

Generally, our faculty has created strong curriculum for students where needed instruction is built in for students to follow on their own. This is always a place for growth and refinement because we can always be creating new ways for students to interact with the standards-based concepts with the goal of increasing student understanding. As new standards have been adopted and new technologies have become available we have strived to adopt and adapt our instructional styles and curriculum content to reflect these changes. In the last decade our curriculum and instruction has gone from a strictly textbook and worksheet-based question and answer format to an interactive multimedia learning experience with presentations, projects, labs and photo essays. We look forward to bringing even more diverse methodologies into our curriculum in the coming years as we continue to look for ways to engage and motivate our students.

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings

Supporting Evidence

Our school has significantly increased its use of technology since our last full self-study. In 2012 we had just opened our computer lab, but with only limited staffing. Since then we have staffed the computer lab during all school hours for students to come in and work. Students may even receive a limited amount of elective credit for coming in and completing their assignments in the lab. This move was a necessary step to ensure that all students would have access to the technology-based tools we were moving toward within our curriculum. The introduction of the CAASPP online testing platform several years ago brought with it an increased need for computers and we gained 2 laptop carts (20-25 laptops in each) at that point. The carts may be checked out by teachers for classroom or individual student use. Additionally, grant funding allowed us to purchase a set of 15 tablets for use in the OWL program classes.

The use of technology is evident in our course work. The Science and Social Science departments use the Haiku LMS to post all videos, web links and articles for student access. The use of this platform started with the SSP grant for the OWL program and has since been adopted and fully funded by the school's general fund. The representative samples of student work show our extensive use of online and technology-based tools. This is evident in the Earth Science assignment where both the main article and video used for the assignment are hosted on Haiku. An Economics assignment also uses the Haiku platform to post both videos, quizzes and

podcasts for student use. In this case students visit a site where they watch a video and then take the quiz. Students may then print their quiz results or send their teacher a picture of the score. Another video on YouTube is also assigned as well as a podcast both of which require students to answer questions as they watch and listen. The American Government assignment asks students to create a PowerPoint to show their understanding of key concepts, while the English 2 assignment asks students to watch an author interview of a book they are reading to deepen their understanding of the content. The English 3 assignments show students using web-based sources to research a specific topic in preparation for creating a multimedia presentation. In all Math courses, students can be seen using laptops learning to become more familiar with Math online, practicing online Math problems, research skills, answering performance task questions similar to the CAASPP, and taking formative ICAs. These various ways in which technology is being used by our different departments are highly representative of the rest of the school curriculum. They also show our faculty's dedication to our SLOs that ask students to "demonstrate technological literacy by using skills to calculate, solve problems and collect data," as well as, "utilize technology effectively to convey ideas and share learning".

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings

Supporting Evidence

Our teachers use a diverse set of materials beyond our textbooks for the teaching of our standards. In both the English 2 and US History assignments there are different uses of interviews as information gathering tools. In English it is an interview of an author (students were reading one of his books) and students were using the interview to gain more knowledge about the story and his own history, while in US History assignment students were interviewing people they knew about a specific historic event to bring the event to life within their own family/friend's experience. In the case of the English assignment this was a way to continue to build student's listening skills as part of our SLOs while in the case of the US History assignment this was a chance to build the skills of speaking and conveying ideas orally as stated in our SLOs.

Most of our assignments use a variety of videos and podcasts as textbook alternatives. For example, students watch a video on climate change in California as part of their Earth Science assignment. We not only introduce a real-world complex subject, we also make the experience relevant to their own experiences and help students understand the impact on a local level.

As part of our American Government course students must complete 20 hours of community service and write about their experience. In this way, we seek to have students participate in their own community in a positive way thus working on our SLO of “contributing to the welfare of self, the school community, the environment, and the world.”

Our elective classes particularly focus on real world skills; in Child Development students learn diaper changing and baby swaddling skills, while in our Sewing class students learn how to make simple repairs and use a sewing machine for basic design projects such as pillows, tote bags, aprons and purses.

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
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The LAHS program is the result of years of work to bring multiple community partners together to help our students understand post-graduation options. The LAHS program was officially implemented in 2015 as quarterly assemblies and field trips surrounding our school-wide theme (school to college-career). Because we received a wealth of positive feedback from these events, we decided to make this a standard annual school-wide theme with the ability to expand the program and evolve along with the student population and the ever-changing world of college-career.

Not long after the formation of this program a partnership with LMC was created, and the development of our SSS began. Now, in collaboration with the IHS counselor, a LMC counselor provides regular (almost monthly) onsite orientations and college planning (including FAFSA workshops) for our students and families. These seminars have been well attended, particularly the FAFSA workshop when offered in the evening for parents and students to attend.

Throughout the school year staff reinforce the theme of Life After High School by working together as a school community and choosing habits and attitudes that will most benefit future plans and goals and finding ways to insert them into curriculum, conversation or as stand-alone assignments. To further this process, all IHS students are introduced to the California Career Zone website where they can explore and investigate careers and learn about money management. Access during school hours is promoted and encouraged by staff members as yet another way for students to think and explore post-graduation pathways.

Additionally, Independence's school counselor meets with students one-to-one to set up a college and career readiness plan in their academic tenure with us, focusing most particularly on our seniors, as they often make up nearly half of our school population. This meeting helps students with the scheduling of classes, creating a graduation plan and formation of their goals for after high school.

Because we are primarily an independent study school, this often means our students have more time during the day than most students. Therefore, we strongly encourage students to engage in volunteer/internship, job opportunities or concurrently enroll in community colleges or other higher education institutions. We feel this will assist the student in time management, becoming a responsible productive citizen, and lead to motivation in exploring further learning opportunities in both school and/or career. For students who choose the employment option, we offer our Vocational Work Experience program where they can earn elective credits towards graduation and learn about the work world. Students meet weekly with the work experience coordinator and discuss relevant work-related topics, including how to read a paystub, employment law and how to communicate with your employer.

Students who choose to take higher education classes may do so at a variety of institutions such as LMC, DVC and BYU online. Concurrent enrollment with LMC and DVC allows participating high school students to enroll in college courses during the day or evening. Students receive accelerated learning (including adjusted high school credits) in the company of college students, while preserving their high school experience. This gives students an opportunity to explore college gaining valuable knowledge in a specific course, field or area unavailable at IHS.

All of these different aspects of the program come together to form a comprehensive school-wide path for students to explore and try out different college and/or career options and leave high school with a solid plan of action for their future.

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

As a hybrid independent study school, the method of delivering instruction does not occur in a traditional way for most of our courses. This means that we rely on our one-to-one discussions with students during their weekly appointments, technology, and our highly detailed assignments to convey all of our instruction. Our Math and several elective classes do however use more traditional classroom based instructional modalities. Students have strongly stated that they appreciate the one-to-one instruction and the use of multimedia as well as additional supports such as our labs for Math. Our students learning needs are very diverse and often intensive, including significant credit recovery needs, and as such we continue to look for ways to grow our use of alternative instruction methods to increase student learning and achievement.

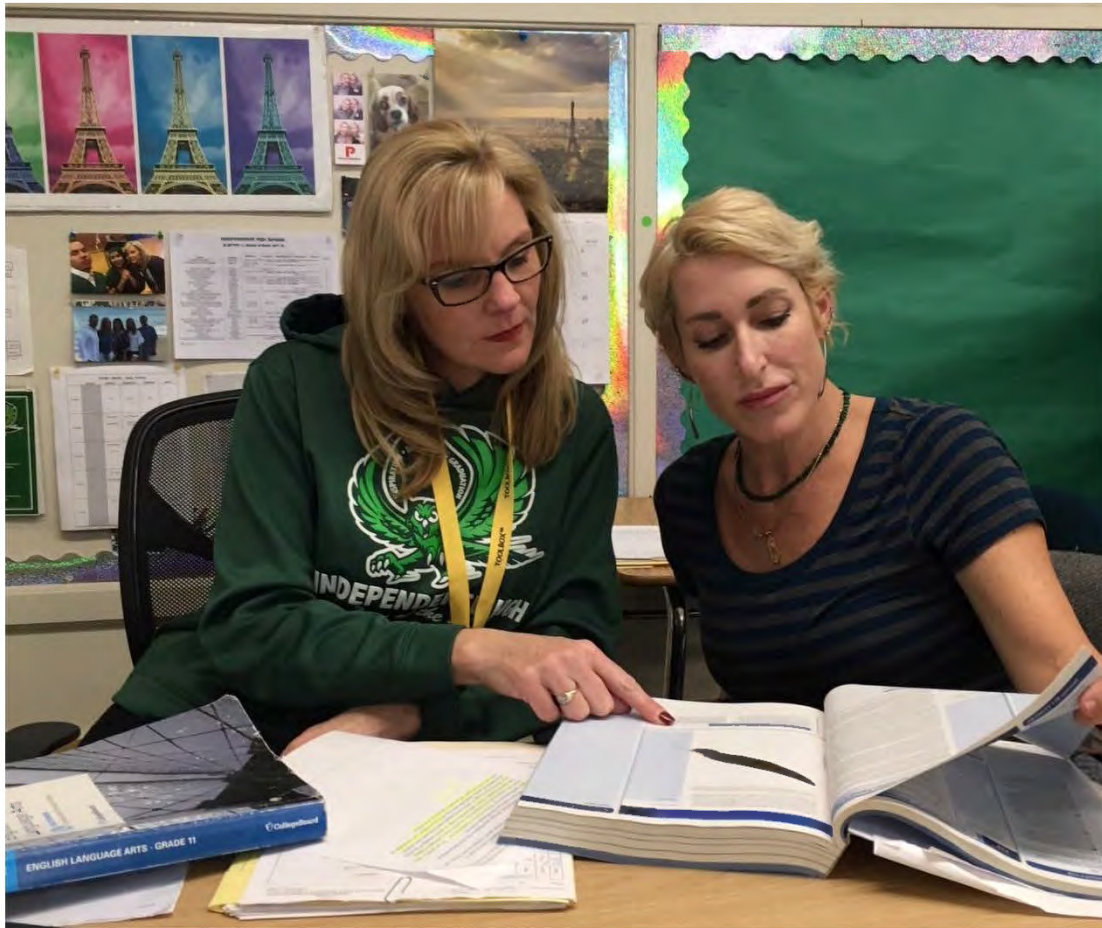
Prioritize the areas of strength and growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Effective use of multimedia and technology through flipped classroom videos, Haiku, upgraded technology including new laptops, and a full-time computer lab.
- Hands-on, one-to-one or small class instruction, from highly qualified teachers.
- Our school model allows for maximum flexibility that is highly personalized to fit the individual needs of the student. This includes additional time spent on site.
- School model strengthens students' independent learning along with building study skills and resulting in productive time management.
- Assessments of students are primarily completed in a one-to-one setting during student appointment times for core subjects (except Math).

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Continue differentiation and modification of our curriculum and instruction based on student need.
- Continue expansion of the use of Haiku LMS and multimedia with curriculum assignments and in classes.
- Continue research and expansion of instructional supports for Math students in and outside of the classroom.
- Research current online intervention and support programs in order to increase student achievement.



Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings

Supporting Evidence

Faculty, staff and administration have increased our use of data in decision-making significantly since our last 6-year self-study. Our VC thought this was a space where we could improve, and we have worked hard to do so. Immense shifts in testing both on the state and federal level have not made it easy to track assessment data during this time. To counteract these turbulent times for assessment data, our school and district have been relying on our own Interim Common Assessments (ICAs) for all core subjects to help us track and understand student achievement. As our school model has changed we have built in much more professional development time, and this time in part is used to analyze data from different sources and strategize how we can help our students learn based on our findings.

Six years ago, we had both CAHSEE, and STAR assessment data to work from; having lost both of these and gaining the SBAC, which tests a much smaller pool of students, we are trying different ways of assessing students both on a school and district level. In light of these changes, we have begun to focus in the last couple of years more and more on our ICAs and how we can adjust to best serve the needs of our students. The district has a window of time that these tests are to be given every quarter, however since our students are self-paced they are not likely to be in sync with the rest of the district. This has caused our past ICA scores to come out much lower than if our students could take the tests when they reach the appropriate point in the curriculum. We have been working with the district to find an answer for this. We have tried allowing students to take these assessments as each student reaches the appropriate place in the curriculum, however this led to challenges in aggregating the data in any reasonable time to be useful to teachers and departments. This year

we are going to be using only the semester tests as students are generally the closest to being on track at these times of the year. We are hopeful that this version of the assessments will best suit the needs of our school and provide us with the most accurate data possible.

Regardless of the continued adjustment, we still actively use our data to understand what students are and are not learning. As a whole faculty we analyze various data pieces such as testing, student attendance (which for our school is actually tracking the amount of work students complete), graduation rates and GED pass rates. This data is also disaggregated to analyze how ethnic/racial groups, ELLs, and SPED students are achieving. Within departments we interpret more specific data including unit tests, our own ICA scores, and analysis of student work. The data is parsed and discussed in terms of achievement of specific subject-based standards, SLOs and school/district goals.

Our findings from frequent data analysis are then translated into action plans on the scale needed to effect the necessary changes. For instance, CAHSEE prep classes were created for students who had already failed or who (based on data) were struggling in the subject of English or Math and in danger of failing. While this was branded as a test prep class for students, the reality was it was simply a way to get students more classroom time to support their deficiencies in specific areas. When the CAHSEE was abolished we decided to continue with similar support classes aimed at assisting the struggling student in English or Math (e.g English 3-D, Read180, Math Labs, Tutorial Support).

Our data reflected that our students of color tended to score lower on these tests than their white counterparts. Understanding that studies show that a more welcoming and understanding environment leads to better academic achievement, our school decided to increase its efforts in just this with our students of color. We have worked through professional development to support our efforts. We have actively recruited students of color to participate in Student Leadership, our CCC, and enroll in several leadership type programs such as the OWL and LTP.

With our LAHS program, our counselor has focused on bringing in more professionals who reflect our students' diversity to talk about careers and opportunities for the future. On a curricular level, departments have changed curriculum to be more diverse in perspective and focus. This includes a concentrated effort in focusing on the accomplishments of people of color, and literature that is written by or about the lives of different ethnic/racial groups. At this point we do not have enough longitudinal data to understand if these changes have made a difference in assessment scores but in the short term, what our survey data has shown is that parents and students uniformly feel that the school welcomes and cares for them and that is certainly a big step in the right direction.

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
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For our students and parents, we use as many avenues as possible to inform them of student progress toward meeting standards and our SLOs. Communication starts from day one with orientation (sometimes called walk-through) where we discuss how information will be conveyed and what the school-wide learner outcomes are (SLOs). Modes of communicating this information include receiving grades, progress reports, assessment scores and updates by mail and/or email, use of our parent/student portal where grades and progress can be regularly checked, and posting on our website of information and data in the form of our SPSA for each year. Once students begin attending their primary appointments, parents and students are regularly updated about student progress by the primary teacher, as well as other subject matter teachers by phone, email or in person.

Our school model lends itself to building student agency in their educational planning and goals and we seek to support this through frequent conversations about progress in individual subjects and their relationship to larger student learning outcomes (e.g. graduation status and requirements, SLOs, and future post-high school college career path). Students are encouraged to learn to understand their transcripts and make decisions that will allow them to achieve their goals. Our counselor is a critical part of this communication process. She works with students and parents personally sharing important assessment and achievement data. She also spends a great deal of time discussing progress (credits earned) on student graduation status and post-high school goals.

The school board and school community receive regular updates on our progress toward our goals through regular presentations by our administrators at school board meetings. School board members also attend events at IHS and are in direct communication with our administrators and faculty. Due to our constant and consistent communication with our stakeholders, it is rare for our school to receive complaints regarding confusion about a student’s progress toward their goals. We also work with our local print media, letting them know about our school’s achievements and events. As a result, our school and students have been featured many times showing the work we are doing to achieve our school’s goals.

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings

Supporting Evidence

Our school has a highly effective system for tracking student progress on a variety of indicators that determine student growth. First and foremost, evaluation of students' progress toward meeting specific standards is done by our subject matter teachers. They work with students on an individual level to determine through various assessment methods, the depth of student learning. From this assessment, re-teaching and review is done as necessary to verify that students are able to understand and analyze the information for themselves. This may include conversations and/or meetings with parents and the school counselor if individual students are running into road blocks in their learning, so that a plan can be made to ensure the student be able to make forward progress. Students and parents are also able to understand where students stand in terms of both grades and credit progress through both paper and electronic means. Weekly, students take home an assignment sheet which delineates what they need to accomplish, as well as where they are in terms of individual course completion. Both students and parents have access to our parent/student portal, a link to which can be found on our school website, this portal allows an up to date view of student's grades.

Teachers are also the primary determiners of whether students are achieving our SLOs. This tracking is much more informal compared to assessment of learning of subject matter content. However, teachers often refer students to specific programs, workshops or classes if they are seeing a lack of progress toward achieving our SLOs. For example, students who were having trouble with our 'effective communicators' SLO would be strongly encouraged to join POL or some other part of our LTP program. If that suggestion was not accepted by the student there would be conversations between the student, parents, teacher and/or counselor to find a way to help the student address this learning outcome.

Our teachers are required to refer students to the school counselor if they fall two weeks behind in their work. This is one of our official RTI steps and the meeting is meant to discuss barriers to student learning and to create a plan for students to get back on track. Beyond this referral process, our counselor also runs reports of student progress and pulls out students to discuss the implications of their lack of progress.

Because most of our students transfer as juniors and seniors, many of whom are credit deficient, our counselor reviews each students' transcripts prior to their enrollment and creates a graduation path for each one. This includes meeting personally with most incoming students and specifically all seniors within a week or two of enrollment. During our Senior Graduation Check, our counselor discusses graduation requirements and post-high school plans. Students walk out of that meeting with a copy of their transcripts, an analysis of their progress, and a graduation timeline schedule demonstrating what needs to be accomplished. Students will also receive recommendations for workshops, assemblies and seminars that they should attend to fine tune their post-graduation plan. This plan is then brought back to each student's primary teacher who is tasked with enacting the plan and monitoring each student's progress. If major changes occur in the student's plans or life they will have additional Senior Graduation Checks as needed.

On an academic level, each department has created their own assessments that are regularly used to ascertain the learning of our students both individually and on an aggregate level. Our regular district mandated Interim Common Assessments (ICAs) and SBAC test results are used departmentally as well to look for larger learning deficits that come into focus only when looking at the aggregate data. This data is then used to adjust the current curriculum and instructional methods. Results of this data analysis are discussed on a faculty-wide level as well, to see if there are larger cross-curricular trends that we need to address collectively.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings

Supporting Evidence

Our assessments are a work in progress. We have improved our methods and frequency a great deal in the last 6 years, and we continuing to work on the appropriateness and effectiveness of these assessments. Our progress has been complicated by the massive shift in testing and standards on a state and federal level. This has resulted in our school focusing on our own internal and district assessments more closely in the last few years as we negotiate the new requirements coming from the State of California and the Federal Government.

Working on our formative assessments was a critical need that our VC from our prior full self-study asked us to focus on, and it was the only critical need that our mid-cycle committee felt we had not fully accomplished. As our school model has evolved in the last five years we have created stronger curriculum for each core subject and students have benefitted from one-to-one teaching from credentialed teachers in that subject which is a result of our switch to The Wheel. Since that time The Wheel teachers (English, Science and Social Studies) have found creative ways to assess student knowledge during the learning process prior to the student's summative assessment. Each assignment (on the first page) now asks students to discuss what they know prior to the start of the assignment, as well as what they have learned upon its completion. Beyond this basic 'in progress' assessment, students then are assessed in a variety of ways when they meet with their teachers during their primary appointment. The primary method of assessment is oral questioning of the student regarding their understanding of the material. Students could be asked to take written quizzes as well or apply their knowledge to a lab, or primary source document. In these ways, as well as many others, teachers verify student learning and use appointment time or additional scheduled time to reteach and/or clarify concepts that the assessments showed students needed additional work on. As we continue to

modify our school model to maximize student learning we look for ways to reach students and differentiate our curriculum more thoroughly. Assessment of progress plays a key role in this. In an independent study setting this is a known challenge that we continue to address so that we can best support achievement with each individual student.

We continue to assess and improve both our formative and summative assessments in all areas. Six years ago, our assessments were primarily built into the assignments in the form of take home tests. Our first challenge with this was the fact that students could cheat. Secondly, we were challenged with the fact that A-G requires proctored exams. This led us to create assessments that students would do onsite after completing a specified set of work. Since we transitioned to this kind of testing our assessments have undergone many iterations.

Our summative assessments have been under continual development as curriculum has changed to meet the changing standards for each subject matter. Each department has found different summative assessment styles that best suit their content and the learning outcomes for the students. Teachers within each department have all agreed to use the same assessments for each course.

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings

Supporting Evidence

As stated earlier, our curriculum and therefore assessments are in a state of flux given the reshaping of our standards and standards in all core subjects. This has made for a challenging assessment environment, however the silver lining is that a lot of discussion is happening on a district, school and department level about our current and future assessments.

On a day-to-day basis, students are assessed one-to-one, formally or informally by their subject matter teachers and re-teaching or clarification of content is done generally on the spot. Teachers also may add re-teaching pieces to their assignments to help students get a handle on specific topics. For our traditional (seat-time) classroom courses like Math, teachers adjust the pace, curriculum and instruction based on assessments. This allows teachers to revisit certain concepts or address challenges in which students either struggled or have not mastered.

Our weekly professional development time is also used to analyze assessment data either as a large group or within departments. This is done several times a year as assessments are given and include CAASPP tests, and our own district ICA (Interim Common Assessments, given twice a year) for each core subject. Based on the analysis of this data, departments discuss the best way to address the shortfalls the data has shown and work toward addressing these using curriculum and instruction methods.

Recently, data has shown us (in multiple subjects) that students have issues reading visual information including charts, political cartoons, and other images. As a result, the English, Science and Social Science departments have added additional supports and assignments to better assist with these deficiencies.

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
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Student feedback indicates that students believe teachers are paying attention to them and are actively engaged in monitoring and discussing their progress. “My teachers give me the emotional support and congratulations on achievements I don’t otherwise receive.” “To help achieve my goal Independence High School motivates me and also all the teachers believe in you causing you to be successful.” “They treat you like a family.” Both teachers and students agree that we excel in ensuring students’ voices are being heard, and that students understand their academic progress. The one-to-one nature of our school, when combined with online grade access by parents and students, allows for a high level of monitoring of student progress by all.

The LAHS program brings career and college representatives regularly to campus. Beyond that, our counselor and teachers discuss post-high school plans with students including transition plans for our special education population. Students are also encouraged to participate in our OWL and/or LTP programs which clearly tie subject matter content to careers and skills. We also offer a Work Experience course for students who work more than 10 hours a week. In this course, we discuss the world of work and how their experience relates to the school and long-term goals.

Based on surveys of students (approximately 50% of students responding) this last year over 95% of respondents agreed to strongly agreed that our SLOs are appropriate to help students, that the school helps students achieve their goals, and that we create experiences that ensure student academic success. In short, our students feel very sure that our school staff is here to help them succeed.

With that being said, many students are less clear on how the standards and SLOs directly relate to achieving their specific goals. According to students and teachers, this may be a direct correlation with the limited amount of time teachers have with students. The school and departments have attempted to mitigate this challenge by having discussions at orientations, reviewing the Mission, Vision and SLOs during the initial first appointment, and creating assignments surrounding the impact. For example, on the front cover of each Social Studies and Science assignment students are asked to think and explain how their specific assignment and the standards are related to our expected schoolwide learning results (ESLRs) - We are in the midst of making the schoolwide change to reflect the current term, SLOs.



D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings

Supporting Evidence

Stakeholders have a great deal of involvement in the monitoring and assessment of student progress and with significant impact on decision-making to improve systems and processes that work toward improving student success. All stakeholders are engaged in various ways that are ongoing and throughout the school year. Our school board receives regular updates on student progress at board meetings from school site administration as well as from our student board representative. District administration provides feedback and support continuously through meetings and site visits. Over the years, with the support from district administration and the school board, we have been able to effectively transition through many educational changes that have had an impact on our school community.

The success of our many hands-on learning programs have largely been through the continued involvement of our community partners. Through their support and guidance, we have grown these programs leading to more successful new events like our Ecosystem Roadshow. Parents, faculty, staff and students are perpetually the most involved in the monitoring and assessment of student progress through both formal and informal means (teacher parent phone calls, SSC, staff meetings, etc.). The input of these groups is too vast to express and has had an impact on everything from scheduling, to curricula to safety measures.

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings

Supporting Evidence

Data from our ICAs (Interim Common Assessments) as well as CAASPP tests is discussed and analyzed on a regular basis both on a whole faculty and departmental level. Because our student population is highly transient, we often discuss larger generalized trends from the district student population for our guidance. As such, results from data analysis guide curricular planning and instruction within all departments.

Recent ICA results within the Social Studies department, for example, showed that students have difficulty with specific visual literacy skills related to political cartoon analysis. The department decided to incorporate more of these and other visual data type images in all curriculum, and with help from our district consultant from the California History Social Science Project created worksheets to help students take these images apart.

The English and Math departments are working with their district colleagues because district wide we have largely seen the same trends in our assessments. We all have significant populations that struggle with expressing themselves in writing as well as reading comprehension, and in Math generally students are struggling in all areas where assessment scores are significantly lower than they are for English. Rather than each school attempting to tackle these issues in a vacuum, the district coordinated professional development and collaboration meetings for English and Math teachers surrounding Common Core and newly adopted curriculum. Our teachers are involved in these trainings and discussions. English has incorporated more and varied writing components to their assignments as well as making weekly journal writing mandatory. Math has created mandatory Math Labs based on a successful model at LMC. Additionally, socio-metrics have been implemented and alternative Math course options such as Pre-Algebra are being investigated.

In order to support students, other departments continue to adjust and make similar changes. Our school model allows us to differentiate curriculum based on the individual needs of the student.

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings

Supporting Evidence

As noted in the prior question (D3.2) our assessment results continue to drive school program change and professional development. In order to help us find new ways to support student success, core subject matter departments are involved in district-wide collaboration with consultant groups. Needed resources and supplies are readily available through the school and/or district. Each department uses online materials that are easily accessible for student use. Science has spearheaded our use of Haiku. Both the Science and History-Social Science department utilize Haiku with their students. Additionally, the Science department is creating Khan Academy-style videos featuring core concepts for student learning.

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings

Supporting Evidence

The school, with the support of the district, has an ongoing assessment and monitoring system to determine student progress toward achievement of the academic standards and SLOs. Our staff, including administration and ILT, drives the school’s program to continually improve and to allocate resources to effectively meet student needs. Our school adheres to state requirements and district board policies regarding graduation, credits and universal grading policies.

District-wide curriculum (course of study) is employed at Independence. Although we may change the name of the course internally to appeal to more students, we do not offer any additional courses outside of what is offered at the comprehensive sites (district board policy). The assessment of curriculum and instruction takes place both onsite through departmental meetings and ILT and through the district driven Curriculum Council of which we are members.

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings

Supporting Evidence

For paper based testing our faculty serves as the proctors. Most of our assessments, including all ICAs (except Science) and mandated testing is now online through either Illuminate or TOMS (SBAC online management system for CAASPP). Science ICAs are secured by the teachers and then submitted to the district upon completion. Students are monitored at all times while taking assessments and no phone use is allowed in the testing areas. All proctors ensure that the assessments do not leave the room physically or digitally.

Other forms of assessments are provided by teachers and done in a variety of ways including class time and at home. It is the specific teacher’s responsibility to secure their own testing materials in these cases.



ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

We have worked very hard over the course of the six years to address issues around formative assessments that our VC in 2012 listed as a critical need. We have grown the use of assessments even during a time that had little to no state testing focusing on our district testing as a means to understand student learning and needs. Staff has been trained on using a variety of tools provided by the district to analyze student data, and we are working toward a more consistent implementation of the use of these tools to better understand student learning needs when they enroll with us.

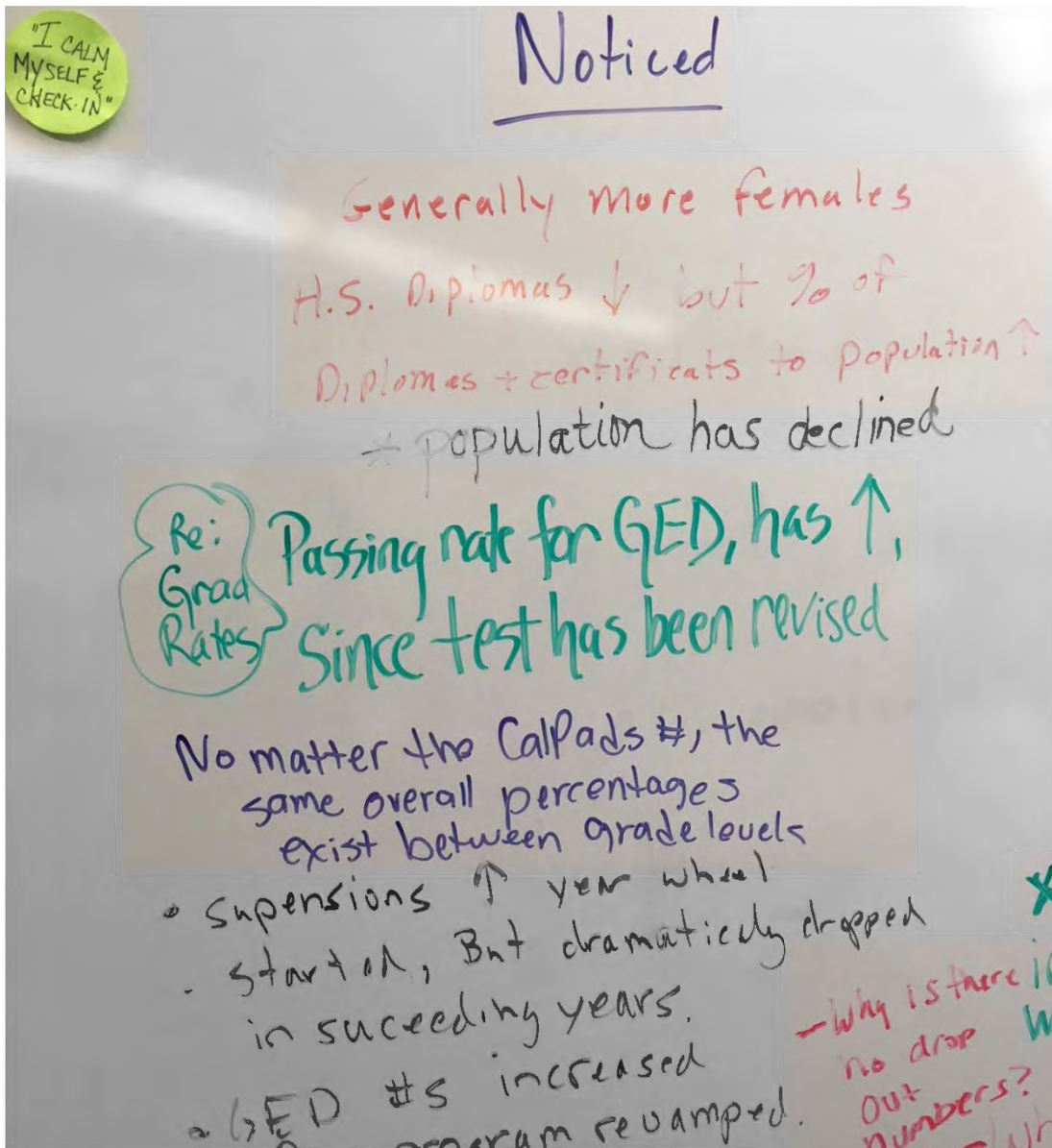
Prioritize the areas of strength and growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Regular and adjusted use of Interim Common Assessments (ICAs).
- Student participation in CAASPP (In 2017, we met the state requirement of over 95%).
- Increased use of formative and summative assessments to better assess student learning.
- ICA scores allow for timely curriculum and instruction adjustments to meet the needs of students.
- Parents and students are made aware of student progress in a variety of ways including Aeries Parent/Student Portal and through personal phone calls, emails and letters from teachers and staff.
- Highly effective monitoring of progress, including the use of the RTI model, is occurring to ensure student challenges are being addressed.
- There is a strong collaboration and professional development experiences happening district-wide addressing topics such as assessments and analysis of student needs.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Increase faculty usage of data analysis tools such as Illuminate and Aeries Analytics.
- Work to better incorporate data analysis when making personalized student learning plans during their first appointments.
- Continue to refine assessment methodologies to better fit our school structure and student needs.



Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings

Supporting Evidence

As a school we see the participation of the larger community as essential in the accomplishment of our mission and vision. We actively seek out partnerships with local government, business and non-profits to help in the education and professional development of students and teachers. Additionally, we look to these groups for resources and funding for school programs. We have successfully created lasting partnerships with businesses such as Dow Chemical, government agencies like County Flood Control, and non-profits including CalShakes Theater. We have received grant and in-kind funding to support many of these partnerships from a variety of sources including: Target Corp., Dow Chemical, the CDE, The Leshner Foundation, and our local Rotary Club. These partnerships have allowed us to expand curricular activities to encompass real-world professionals so that students can understand and put to use the content and skills they are learning in their classes.

Dow Chemical funding, for example, has helped our Introduction to Agriculture Business students enhance the Gateway garden. Our students were able to plan and complete improvements with the volunteer help from our local Rotary Club and Dow Chemical. Students were able to put to use a variety of academic skills from their class as well as working on a SLO (becoming clear communicators). Our OWL program as well brings students and community together to do a variety of science related activities. Students work with the City of Brentwood to do creek trash assessments to help the city understand what is being dumped into our local waterways which is then reported to local and state agencies. This kind of work puts students in contact with government employees and creates real world understanding of the work that scientists can be found doing. Students also get to use their school-based learning when studying the creeks to better understand the cycles and patterns they find.

Our school families are also involved in the school in a variety of important ways. The faculty, staff and administration work very hard to bring parents into the decision-making processes of the school. This includes participation in the SSC, ELAC and Safety Committee. Due to the nature of our at-risk population, we often find it difficult to get parents to attend these meetings. We see a high degree of disengagement in their student's learning coupled with complex and changing work/family schedules. Nonetheless, we send letters, emails, make personal phone calls to entreat attendance, but unfortunately often have minimal participation. We have now begun to seek input in alternative formats such as surveys and one-to-one phone calls. Discussions within administration are underway to couple these meetings with larger, better attended events such as Back to School night, Honor Roll assemblies and Financial Aid workshop nights. This new format will likely be rolled out in the coming year. Parents are also encouraged through a variety of communication methods to volunteer at the school (e.g. field trips, office assistance).

All official communications are translated into Spanish to ensure our community is receiving the same message and are up to date on school happenings. When needed, a school secretary, who is a native Spanish speaker, translates all phone communication and attends onsite meetings. This has been well received with positive feedback by our parents.

Communication with special needs students is quite effective as we collaborate with our SPED teacher and our district Special Services department on a regular basis surrounding IEPs, 504s, legalities and appropriate accommodations and modifications and placement. Communication with parents of special needs students is regular and parents are generally very involved in their student's learning process. The teachers conduct more frequently check-ins with these students and parents to update progress and discuss ways to adjust instruction according to need. Additionally, more often than not, more than the required number of teachers attend IEP and 504 meetings.

On a curricular level, we have assignments in a variety of classes during the school year that ask students to work with their families to enhance their learning. For example, there is a family history assignment done by the Social Science department where students interview their family members about their family immigration or migration stories to better understand the immigration/migration history they are learning in their World or US History classes.

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
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<p>Active community partnerships in learning is perhaps one of the things in which IHS most excels. While community engagement in learning is most obvious with our OWL, LTP and LAHS programs, active participation of various parts of our school community can also be found in our student activities created by our leadership students, and core administrative practices to ensure all groups are welcome in our school.</p>	
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<p>The OWL program brings our Science curriculum to life by building the instruction and curriculum around our local ecology and watershed. This includes regular field work, in which students meet with and participate in professional activities involving data collection and analysis for the stewardship of this natural area. Program students have regular contact with city engineers, flood control managers, wetland ecologists, regional conservationists, parks service naturalists and many more professionals in related fields. These professionals not only help educate our students, they also provide a wealth of knowledge to our teachers to make their own teaching and curriculum ever more impactful and relevant to student learning needs.</p>	
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<p>The LTP program has allowed students to work with professional actors and performers to gain needed skills to interpret and perform everything from monologues in our Theater class to classic pieces of poetry as part of our POL. Students have also been exposed to live professional theater to increase their understanding of performance, public speaking and textual analysis. Our partnerships with CalShakes Theater, Berkeley Repertory Theater, San Francisco Shakespeare Festival and POL over the last several years have increased student access to actors, directors, and staging technicians while working with our English teachers to increase student engagement in performance and textual analysis.</p>	
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<p>The LAHS program works specifically to introduce and expose students to a variety of career and college pathways beyond graduation. Students attend quarterly assemblies where local professionals in different fields discuss the work that they do, and how they got there. Additionally, the program puts on regular workshops and seminars (SSS) which introduce students to our local community college and pathways offered; certificate programs for specific career fields, AA/AS degrees, transfer processes for BA/BS degrees, etc. These workshops are presented by professionals from LMC and our students may earn elective credits for attending. Along with these programs about our local community college, our school counselor and financial aid specialists from LMC do workshops regularly to help students and parents complete financial aid</p>	
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applications. These workshops began last school year and have expanded this year to both day and evening times for the greater convenience of our students' parents. These workshops have been widely attended with our last evening financial aid workshop being standing room only.

Since our Student Leadership class was founded in the 2013-14 school year, the teachers and students in the class have made an ever-increasing positive mark on the school with several activities and events meant to make our school more inclusive of all those in our community. For example, the Student Leadership class partners with the Rotary Club organizing and sponsoring our campus-wide Back to School BBQ. This event is where parents and students come to hear about the school, our programs, and meet the staff while enjoying food, music and activities. Because our campus encompasses various programs on the site, IHS promotes the event as a full inclusion event, open to other programs such as LAE and Gateway. Since 2014, this event has brought in consistently increasing numbers and has become a mainstay for IHS. In addition to this event, the Student Leadership class coordinates annual offsite fundraisers such as the Barnes and Noble Book Fair. Over the last two years, this partnership has seen students volunteer at the bookstore and raise an average of over \$1,000 per year.

In the case of all of these programs special effort is made by our primary teachers and counselor to recruit our ELL, SPED, and other high-priority groups. Our OWL and LTP programs were created in part with the purpose of serving these specific populations as a way to expose, engage them in content, professions, and skills they may not have otherwise been introduced to.

These different programs and classes show our deep commitment to working with our school community to make our educational experiences relevant and student need driven. On a more day-to-day basis, this can also be seen in the way our school operates. This includes our open-door policy for families to meet with our counselor and administrators during the evening hours to be more convenient for parents. We also extend consistent and regular invitations to all stakeholders regarding the SSC, ELAC and Safety Committee meetings. Showing dedication and commitment to student learning, our IEP and 504 meetings are generally attended by several of a student's teachers rather than the mandatory one teacher. We translate all official communications into Spanish to ensure all of our community is current on school happenings.

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings

Supporting Evidence

We are very aware of the importance of an environment conducive to learning. We are determined to ensure the safety and well-being of the entire student body. We have committed a great deal of time and resources to accomplish this. We firmly understand that students who do not feel safe cannot learn. Therefore, we work very hard to create and maintain a school culture where students are heard, cared for, and feel safe.

Physical Health and Safety

The size of our school makes monitoring the campus very easy compared to much larger schools; we affectionately refer to our school space as “a hallway and a half.” Although we share our campus supervisor with the other programs on our site, the majority of his time is spent at our school checking in on students and staff, classrooms and outdoor spaces. In 2016, we installed and upgraded our interior/exterior video camera surveillance system which has been a valuable and useful tool for safety and occasional vandalism (available through administration).

Our school district has been very supportive in maintaining our building to the highest level possible by providing funding and maintenance personnel to complete needed projects including, carpeting at all doors to prevent wet hallways, “safety yellow” paint on all exterior elevation changes, mirror film on the windows to reduce heat transfer, trimming and/or the removal of dead trees, and installing an upgraded emergency phone intercom system. More evidence regarding facilities can be found in the Williams Settlement Act Compliance document.

We have continued to update and refine our earthquake, intruder and fire procedures in accordance with board policy and district directives. Our facility regularly holds drills to ensure everyone in the school community understands what the different procedures are for different kinds of threats. Our school devotes staff meeting time regularly to reports on updates to facilities and emergency procedures. The school

district administration has commended our school for our effective processes and efficient ability to carry out these procedures in all of our different drills. Students are made aware of these emergency procedures by their primary teachers and drills are conducted at least twice a semester (different days and times of the week). In addition, a comprehensive emergency plan can be found at the door inside of each classroom in a red folder for anyone to access as needed.

Students also take part in the CHKS and we have an active TUPE program on campus to inform and support students who are either at-risk of using, trying to quit or have received this as a disciplinary intervention.

Internet Safety

When students enroll in our district school both the student and parent sign a technology agreement that confirms their understanding of how school technology may and may not be used. Students and parents are clearly informed that school technology may not be used for anything but school-related activities. Any bullying, even by electronic means, is not tolerated and carries progressive consequences aligned to our district's progressive discipline policy. Students are also monitored at all times by faculty and staff while using school hardware. The school district uses strong filtering software for all internet connections either through our school computers or via the school WiFi to ensure students are not accessing material inappropriate for a school setting.

Emotional Safety

A large portion of our student population is prone to depression and/or anxiety, and for this reason we specifically focus on social-emotional learning on a regular basis. Students are indoctrinated into our school culture of inclusivity and acceptance of others and themselves. We take the emotional well-being of the student seriously and staff pays particular attention in this area as it is not always visible. If a situation arises, appropriate steps are taken to get the best care for the student (counselor, administration, etc.).

We are a school that implements mindfulness activities and often focuses on calming strategies such as proper breathing and related activities to help students cope with stress, anxiety and the "pressures" of being a teenager. After several years of research and learning about mindfulness, we formally adopted TOOLBOX (Tools for successful adaptation in the face of trauma, adversity, and everyday stress). One Tool is introduced each month as the participants expand their TOOLBOX. Students also have daily easy access (no appointment necessary) to our school counselor and individual teachers for discussions surrounding life challenges. We have an active anti-bullying campaign run by our Student Leadership class which teaches about bullying and provides school-wide materials.

As stated previously, any bullying, even by electronic means, is not tolerated and carries progressive consequences aligned to our district's progressive discipline policy.

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
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As a staff we understand the importance of a caring, nurturing environment that is conducive to learning. Therefore, our staff and students have created and continue to maintain a school culture where all voices are heard, and everyone feels safe in a positive environment. Research shows that there is a strong correlation between a positive, caring relationship between teacher and student and their motivation to be successful in school. As a result, our teachers use the one-to-one appointment time to connect, build and strengthen the student-teacher relationship.

Beyond that, many teachers assist in the relationship building and trust through constant contact via email and/or cell phone. The fact that our teachers get to know our students, their families and their lives outside of school also leads to better follow through and resilience in students.

In order to further support students, our staff is known to attend family and life events, competitions, celebrations and court hearings. Based on extensive qualitative and quantitative data analysis with our students and teachers in 2014, research showed that this type of care from the school (teachers) leads to more positive participation and motivation in students (research done by an IHS faculty member in a master’s degree program). More recently, 98-100% of both parents and students agreed or strongly agreed with the follow statements on surveys done in the 2017 calendar year:

- Independence High School is a safe, clean and orderly campus that nurtures learning.
- Independence High School offers appropriate support, including a personalized course of study, to ensure my/my child’s/students’ academic success.
- Independence High School staff is available to provide school, career and personal problem counseling.

Discipline referrals for behavior are almost non-existent as our staff utilizes the RTI model, along with immediate communication with all stakeholders, and mindfulness practices with students. Administration uses restorative justice practices and treats each situation independently.

On a campus culture level, our leadership class is integral in helping staff to build a larger feeling of acceptance and belonging within the school. This is done through numerous events and activities including the Back to School BBQ, March Multi-Cultural Full-Inclusion Month, and the anti-bullying campaign. Our district-led CCC has consistently stated that our school feels safe and is a welcoming place to be.



Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
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As a small staff, trust, respect and professionalism is paramount. We share what we affectionately refer to as our “hallway and a half”. The deep long-term friendships among staff are evident as we work closely to benefit the success of our students. Our teachers communicate and often triage student challenges together. Teacher collaborate and create curriculum, share best practices, give advice and support to one another. Our school has an almost non-existent teacher and staff turnover rate because we love working here with each other and our students.

Communication among faculty, staff and administration is constant and an open-door policy is the general culture of the school. If something needs to be communicated, often the simplest way is to walk next door and talk to the person. For wider communication of information generally email or phones are used. Community partners and families are strongly encouraged from the first meeting to participate as much as possible by email, phone or visiting the school. We work hard to make the school and staff as accessible as possible for our stakeholders including having meetings in the evenings and posting pertinent school events and contact information on our website and social media.

For stakeholders who are able to dedicate more time to the school we make them aware of our SSC and school board meetings where they have the ability to provide input and feedback on school and district planning (e.g. SPSA and school and district LCAP). With our population, we acknowledge that parent participation is not always at the desired level. We continue to find ways to bring more of our school community into our decision-making processes.

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student’s personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>Academic support is generally provided by teachers, the counselor and the available resources such as Math Labs, Study Hall, and Tutorial Support. The process for receiving support is well documented in our RTI model and begins with the first conversation between the student, parent and the school (this might be with our counselor, administration or primary teacher depending on the circumstances which bring the student to our school). After that, ongoing discussions occur between the family and the school based on progress and challenges. The RTI model can be used universally for all students and for specifically identified students as the need arises or intensifies.</p>	<p>Most extensive special support services are available and provided by our SPED team and/or our school counselor. The process of determining these services starts with the student, parent, teacher and/or school personnel identifying a challenge. The RTI model is often the first step. Once a student has qualified for special services, an IEP or 504 is held with a team of stakeholders that determine the appropriate services to be provided. Most services can be provided by IHS, but for those that need additional or more intensive support services, an alternative placement within the district or elsewhere is discussed and determined. For those students appropriately placed at IHS, the IEP drives the level of support with additional tutorial support given by a SPED team.</p>
<p>We have one full-time SPED teacher and one paraprofessional on site. The SPED teacher case manages IEPs and supports students by holding a Tutorial Support class for 90 minutes per week for each SPED student (three to four students per class) and collaborating with other teachers on IEP specifics. The paraprofessional supports students by assisting learning by “pushing in” to Math and Tutorial Support classes. Additional supports for all students include a district shared school psychologist, speech and language specialist, and a marriage and family therapist.</p>	

In recent surveys, 99-100% of both student and parents said that Independence High School has sufficient resources to help students meet their academic goals and that those resources are used effectively and appropriately. Beyond that, students and parents also agree that staff are readily available to provide counseling for both personal and academic-related issues.

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings

Supporting Evidence

As an alternative educational school, and the fact that we see students on an average of two-six hours per week, our program is designed to meet the needs of our students using an individualized instructional approach to learning. Our school creates a personalized learning plan for each student. Primarily, students meet with their core teachers one-to-one or in small groups. In these meetings curriculum is differentiated and adjusted as necessary to ensure appropriate understanding and positive student progress. Even in non-independent study type classes, we are able to provide a smaller class size than the traditional comprehensive site offers. Our Math classes have the highest student to teacher ratio, averaging anywhere between 10-25 students. This still allows for highly personalized instruction. Although this is the case, we have implemented additional supports such as voluntary and mandatory Math Labs providing even smaller group and one-to-one instruction and tutoring.

The availability of teachers and Study Hall, along with the WIP, allow for additional time and support for students. As a direct result of the WIP, teachers have also seen a striking rise in student progress in this most recent semester. In addition to these opportunities, and to better ensure understanding, teachers spend meaningful time contacting and discussing student progress with all stakeholders. Results of parent and student surveys reflect that 99-100% agreed or strongly agreed that IHS “offers appropriate support, including a personalized course of study to ensure student success”.

Support Services – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings

Supporting Evidence

As an alternative education school, our student body is generally defined as struggling academically or personally and that is why they have chosen IHS. For that reason, interventions begin to be discussed from day one. Using test scores, grades, and contact with prior teachers and parents, we begin to understand the individual needs of the student. This allows us to identify interventions and supports that can best be used to help each student succeed. This process is well documented in our RTI and begins with the first conversation between the student, parent and the school (this might be with our counselor, administration or primary teacher depending on the circumstances which bring the student to our school).

Our hybrid style school model and The Wheel allows for one-to-one learning which fosters a personalized approach. All curriculum can be individually adjusted to meet the needs of each student (particularly ELL and SPED students). This includes, but is not limited to, providing translated material for both students and parents, and modification and/or accommodation of curriculum to best meet student needs. Labs, the WIP, Study Hall, additional time with teachers, remediation, and support classes are all available and scheduled as needed. Students who enjoy hands-on learning situations are guided toward our OWL or LTP programs which provide this style of learning.

For students with IEPs and 504s in particular, information regarding modifications and/or accommodations are shared among all their teachers. Teachers are strongly encouraged to attend their student’s IEP/504 meetings (at least one general education teacher is always in attendance). Our school counselor and an administrator attends these meetings, and ensures that whatever decisions are made are then conveyed to all parties involved. On a day-to-day basis, frequent discussions occur between our SPED teacher, core teachers, and individual students about assignments. Many times, deeper conversations occur between all parties during the student’s weekly Tutorial Support class.

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
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Our school administration, along with our counselor, work to provide as equitable as possible demographic distribution throughout our course offerings and Wheel appointments. Generally, the only limit to a student taking any given class is the district mandated prerequisites. The only class on campus that from time to time may have a waiting list is our Art course. This is because the course is one of the few courses meeting the graduation requirement in the area of Fine Arts. Even then, if a student is interested in the class, typically arrangements can be made. We also prioritize by grade level and graduation requirements.

Students have the opportunity to enroll in A-G courses such as Chemistry in the Community, Algebra 2 and Statistics. Students may also concurrently enroll in classes at our local community colleges.

For students that need additional supports we offer Study Hall, Tutorial Support class, Math Labs, and the ability to meet with teachers outside of their appointment time. For students that are credit deficient, they have the ability to “double” assignments when approved, enroll in remediation classes (ELA and Social Science), or take courses through Learning Center (after school program on campus). Summer School provides opportunities for students to remediate failed courses or improve “D” grades in order to become CSU/UC eligible.

SUMMER SCHOOL

“DON'T COUNT THE DAYS, MAKE THE DAYS COUNT”



Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
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As noted above, students generally have access to all courses and co-curricular activities within the district guidelines (prerequisites, academic standing, etc.). Most of our co-curricular activities on campus are tied to our three programs – LAHS, OWL and the LTP program. These activities include field trips to colleges/universities, science field work and community service, and POL competitions. Each program is inextricably tied to our SLOs and academic standards. For example, students learn to speak reflectively and critically through our POL competition. Our LAHS program incorporates seminars, field trips and workshops to help students become “self-directed learners who... develop a personal career path and/or education plan”.

Students are fortunate to have the opportunity to request enrollment in courses provided by the district (at comprehensive sites) as co-curricular as well. The approval is based on graduation and individual needs such as continued enrollment in a specialty course (e.g. academy pathway, visual and performing arts, etc.)

Students and other stakeholders all participated in the formation of our SLOs and their use is seen in all the work done on our campus. We continue to educate and inform our stakeholders about our learner outcomes through signage as well as on all independent study assignments. The standards taught are clearly evident, as students are asked to determine which SLO applies.



ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

School culture and support is a very strong area for our school. We spend a great deal of time and energy creating a physical and emotional space where our students feel comfortable. This is done through a variety of programs and placing a high priority on immediate and ongoing communication between teachers, students and parents. We work diligently to create and maintain a school culture where students are “seen”, heard, cared for, and feel safe. We continue to see this type of support as the highest priority for students; emotional support leads to student success. Moving forward, we will continue to build our knowledge and services around culture and student support.

Prioritize the areas of strength and growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Community partnerships, outside funding sources that support programs that support student learning.
- Programs that support the individual learner (SEL, OWL, LAHS, LTP, Labs, Study Hall, etc.)
- Families participate in school events and committees providing feedback and support for student learning.
- Highly effective RTI model and system.
- High level of communication with parents regarding school events and student progress.
- Constant communication between staff to ensure student needs are met (e.g. SPED modification).
- Highly engaged staff that supports the whole child (academically and emotionally).
- Strong emphasis on school safety, both physical and emotional.
- School model is student-centered and individualized.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth


- Continue to increase parent involvement in school events and committees.
- Continue to strengthen and increase the building of partnerships in the community.
- Continue growth and expansion with the current SEL model and strategies, as well as research and implementation of additional services based on individual student need and the general state of the community at large.



Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Continue to develop curriculum and programs that support the social-emotional needs of the student.
- Continue to address the instructional support needs of our high-priority students by further differentiating curriculum and instruction, using technology, and analyzing assessment data.
- Continue to expand our LAHS program to increase student understanding of options and skills needed for college and/or careers.
- Continue to increase parent and community involvement in school functions and committees.




**“LIFE AFTER HIGH SCHOOL, WHAT’S NEXT?”
ASSEMBLY**

WHEN: Thursday, October 26, 2017 @ 10:45 – 11:15 am

WHERE: Multi-use Room

WHAT: Come and learn about how you will train for a career and a successful future. The Shell Ambassadors will share their stories of how they decided to train for a job at the Shell Refinery working as machinists and instrument technicians.



Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

After reviewing our self-study data from Chapter II we created the following list of student learning needs:

- Increased support for social-emotional learning, including motivation. This is based on survey data from the students and parents. Results indicate that approximately 25% enroll because of anxiety and depression, over 20% say personal problems, over 20% due to peer pressure, 25% for more personalized attention, and about 10% due to behavior issues.
- More credit recovery options and support to make progress toward graduation. About 30% of students and parents when surveyed stated that they are credit deficient when they enroll at Independence. Our enrollment data supports this because 21% of our student population need additional time after their senior year to complete graduation requirements.
- More college and career information. This is based on state indicators that show only 60% of students are approaching college and career readiness at graduation.
- Increased Math support based on rate and number of “F” grades earned per semester. Especially in the CAASPP prep Math courses (45% for Algebra, 30% Geometry, 20% Algebra 2) and based on latest CAASPP scores that show 65% did not meet the standard and 29% nearly met the standard. Only 6 of 98 students met or exceeded the standard.

As we answered our focus questions, we created our list of areas for growth:

- Need to build on current school curricula and programming to increase social-emotional skills to best meet the individual needs of the student.
- Expand instructional support for students (especially our high-priority) by further differentiating curriculum, use of technology and student assessment data that drives instruction, particularly in Math.
- Continue to expand our college and career readiness programs such as the LAHS program in order to increase awareness, options, successful planning and readiness.
- Increase parent and community involvement sharing best practices and student success as we continue to change the perception of the school.

Initially we noticed a high level of congruence between the two lists. We were able to combine the two and create goals surrounding the following areas: Academic support, social-emotional learning and college and career readiness.

Because many of our students come to Independence based on social-emotional challenges we will need to continue our program expansion. We will continue to find ways to support our school and students with school community awareness of best practices and student success. Our academic support category is based on our findings that students need more support in order to meet their graduation goals, particularly in the areas of credit recovery and Mathematics. Data and anecdotal evidence tells us that students are not adequately prepared for college or a career upon graduation. Thus, we will continue to evolve our LAHS programming to increase student understanding of options, skills necessary and the “readiness” required for success in life after high school.

Our community worked together to create the following goals which will be the basis for our 2018-19 school site action plan. All of these goals fit within our district goals and align with our SLOs.

Goal 1 - Increase support of student’s social and emotional needs while institutionalizing systems for Social-Emotional Learning (SEL).

- A. Continue professional development for staff and faculty on the social and emotional needs of our diverse student population.
- B. Find creative ways to build into current curriculum skill sets that will help students navigate the challenges in their lives.
- C. Create and support school and student success that brings our school community together in positive ways.

This goal will support the social-emotional learning needs of our students by first focusing teacher learning on increasing their own understanding while learning to better use the tools and curriculum. We also want to maintain and support our school culture of inclusivity by promoting our SEL programming and creating community spaces where students can practice these skills.

Goal 2 - Strengthen student academic achievement in all core subjects including Math, English, Science and Social Studies.

- A. Increase the number of credits students achieve each semester to a level that shows satisfactory progress based on a personalized education plan.
- B. Increase access to and participation in remediation and academic support opportunities, particularly with struggling and underperforming students.
- C. Continue to support and enhance hands-on learning based programs such as the OWL and LTP programs.

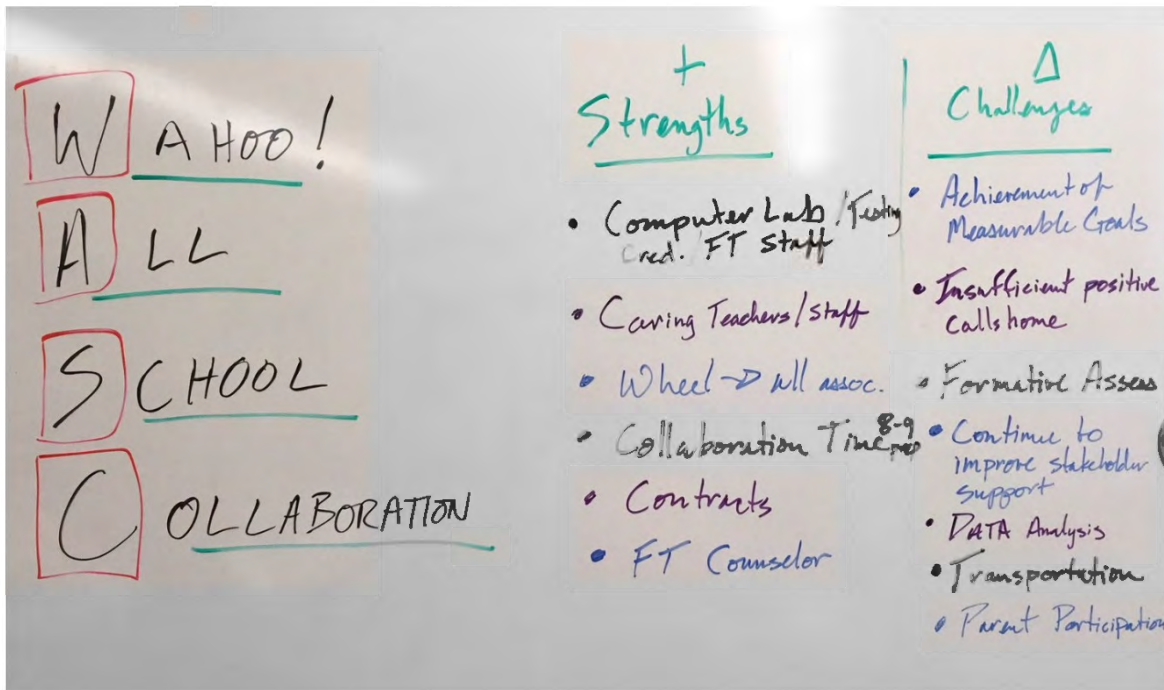
This goal was created to address the academic needs of our students found during our data analysis and focus group discussions. As noted in our focus questions, our

district and school are taking specific steps to address a district-wide support system for Math. While we found a highly specific need around Math for our students, we understand that all core subject areas need attention. Therefore, we created a goal that addresses the academic needs of our students regardless of content area.

Goal 3 - Ensure that all students are college and/or career ready upon graduation.

- A. Continue to improve and expand the LAHS program, giving students more access to resources and knowledge to make viable post-high school plans, including career exploration opportunities.
- B. Focus on building student's "soft skills" including communication and critical thinking skills.

While this last goal did not have as much hard data support, our school community felt very strongly that students needed more opportunities exploring not only college, but career opportunities and technical and trade schools. We plan to continue to discuss options and goals for post-high school, including developing the skills necessary for college and the 21st century job market.



Chapter V: Schoolwide Action Plan

Research, review, reflection, and data analysis is an on-going process that is embedded in our school culture as we periodically discuss school climate, academic achievement and progress on district, school and departmental goals. In order to improve student learning, these processes will always incorporate the entire school community through meetings, committees and surveys. Additionally, our annual Single Plan for Student Achievement has and will always be dedicated to addressing and achieving school, WASC and district goals.

Single Site Plan for Student Achievement:

<https://ca01001129.schoolwires.net/domain/1702>



Appendices

A. Local Control Accountability Plan:

<https://ca01001129.schoolwires.net/domain/1702>

B. Student and Parent Surveys and Interviews:

Student and Parent Survey Results – <https://ca01001129.schoolwires.net/domain/1702>

Interview and Focus Group Feedback with Students and Parents –

1. *How does Independence High School help students achieve the SLOs?*

Parent Responses:

- One on one teaching
- Use of technology to track progress
- Assessments that are online help build skills
- Personal feedback and accountability provided by teachers
- Supervision by staff is consistent and responsive
- Career planning and goal setting
- Mold students into responsible self-directed learners

Student Responses:

- Challenge them, keep them in line
- One on one teaching
- Real world applications of curriculum
- Assignments – need to show what was learned
- Welcoming and respectful culture
- Celebration of diversity and culture
- Teachers always available to answer questions, provide tutoring
- Assignments require critical thinking and use of technology
- Use a variety of methods to help ensure that work is completed satisfactorily

2. *What ways does the school work and communicate with you and/or your student to develop, monitor, and revise learning plans and longer-term goals?*

Parent Responses:

- Check-ins via email, phone, lots of communication in general

Student Responses:

- Ask good questions, get to know us, make sure we are okay

- Solid advice given to students
- Faith and trust in students from teachers
- TOOLBOX Curriculum
- Counselor – senior graduation check
- Willing to sit down and talk with you
- Progress reports
- Meetings to check in with teachers, counselor and admin when needed
- Teachers are approachable “like real people”
- Assignment sheets provide necessary information
- Discussions with teachers about long-term goals
- Recommendations given for classes to further student goals (e.g. LMC courses or Leadership)
- Check-ins to make sure you stay on track, email and phone calls
- Teachers ask questions about what we need and want
- Career and course advising given to support students’ goals
- Challenging personalized curriculum because teachers know what I’m capable of

3. *In your experience what does Independence High School excel at?*

Parent Responses:

- Flexibility
- Diversity
- Positive reinforcement
- Personal teaching style
- Great parent – teacher communication
- Small class sizes
- Safe learning environment
- Helping students with goal setting

Student Responses:

- One on one teaching
- Small school and classes
- Personal focus – don’t move on until you understand
- College like feel, teaches independent mindset
- Teachers always offer help, they are good at explaining things
- Communication – personal connection
- Motivating to help achieve graduation
- Individualized education

- Safe and fun learning environment
- They care about you, want you to succeed
- Teachers give you the time you need to learn
- Help explore college and career options

4. *What do you think Independence High School could be doing better?*

Parent Responses:

- More CTE/ROP type classes
- Ability to play sports at other schools
- Increased tutoring/lab time
- Passing period time between appointment and Math classes

Student Responses:

- More electives, ability to cross-enroll at other schools
- More social activities, want to know the people you walk with at graduation
- Update technology on campus
- Teachers could update grades in portal more frequently
- Some assignments could be updated, blurry copies
- Post-graduation help

5. *Why did you decide to attend Independence High School?*

Parent Responses:

- Get caught up on credits
- Happier here
- Heard good things about the school – word of mouth
- Safer here, students more mature
- Struggling academically at prior school
- Anxiety

Student Responses:

- Medical reasons
- Fewer distractions
- Only way to graduate on time, get caught up on credits
- Independent learning style
- Anxiety issues
- Family attended here
- Flexible schedule

- Smaller school better for learning
- Medical issues
- Attendance issues at prior school
- Wanted to graduate early and take college classes
- Small school

Parent and Student Comments from Various Surveys –

Parent Responses:

- Independence High School was the perfect setting to help my daughter achieve her high school goals even though she had anxiety issues. The anxiety went away when she started here.
- My child's teacher was so helpful, and she kept encouraging her all the way. Great staff.
- While attending traditional high school my son struggled in every way possible! But here, he's doing great academically, likes going to school, and even likes his teachers.
- I appreciate and respect all the effort and attention given to my child
- I am appreciative to the school's individual attention to the students and their needs
- I'm grateful to see my son as stress free as he has been since attending your high school. It has greatly blessed our family!
- Everyone here is very nice, warm hearted and really care
- Thank you for being a "good" school

Student Responses:

- The one on one time makes it easier to learn and more private
- IHS is helping me become more responsible
- Very great learning environment, great teachers and staff
- They treat me like family!
- They help me find new ways to keep me on track and motivated
- The teachers are more involved
- I had a great experience, loved this high school
- The teachers help me catch up on my work and let me go at my own pace
- I loved that it seemed more personal with the teachers
- They pointed me in the right direction, they are helping me achieve my dream
- I like how IHS has lab hours and a computer lab that I can do work in
- They help me manage my time
- There is constant motivation from your teacher to never stop and to keep pushing forward

- All the teachers are excellent!
- Teachers help me on packets even when they are busy
- They helped me out, they didn't give up on me

D. California Healthy Kids Survey:

<https://ca01001129.schoolwires.net/domain/1702>

E. Master Schedule

INDEPENDENCE HIGH SCHOOL - MASTER SCHEDULE 2017-18					
TEACHER	PERIODS				
	1	2	3	4	5
Adams, Martha	US History; Wrld History; Wrld Cultures; Am Gov't; Econ; Child Devel I/II	US History; Wrld History; Wrld Cultures; Am Gov't; Econ; Child Devel I/II	US History; Wrld History; Wrld Cultures; Am Gov't; Econ; Child Devel I/II	US History; Wrld History; Wrld Cultures; Am Gov't; Econ; Child Devel I/II	US History; Wrld History; Wrld Cultures; Am Gov't; Econ; Child Devel I/II
Banks, Anne	Tutorial Support; Reading Fundamentals	Tutorial Support; Reading Fundamentals	Tutorial Support; Reading Fundamentals	Tutorial Support; Reading Fundamentals	Tutorial Support; Reading Fundamentals
Crum, Joy	Counselor; Vocational Work Experience	Counselor; Vocational Work Experience	Counselor; Vocational Work Experience	Counselor; Vocational Work Experience	Counselor; Vocational Work Experience
Drake, Miriam	Geometry & Support; Algebra II; Statistics	Geometry & Support; Algebra II; Statistics	Geometry & Support; Algebra II; Statistics	Geometry & Support; Algebra II; Statistics	Geometry & Support; Algebra II; Statistics
Hurst, Carey	Instrumental Studies; Men's/Women's Choir; Music Lab	Instrumental Studies; Men's/Women's Choir; Music Lab	Instrumental Studies; Men's/Women's Choir; Music Lab	Instrumental Studies; Men's/Women's Choir; Music Lab	Instrumental Studies; Men's/Women's Choir; Music Lab
Kysh, Melvin	US History; Wrld History; Wrld Cultures; Am Gov't; Econ; Psych W/ Society	US History; Wrld History; Wrld Cultures; Am Gov't; Econ; Psych W/ Society	US History; Wrld History; Wrld Cultures; Am Gov't; Econ; Psych W/ Society	US History; Wrld History; Wrld Cultures; Am Gov't; Econ; Psych W/ Society	US History; Wrld History; Wrld Cultures; Am Gov't; Econ; Psych W/ Society
Laird, Susan	English 1, 2, 3 & 4; English Remediation; Poetry	English 1, 2, 3 & 4; English Remediation; Poetry	English 1, 2, 3 & 4; English Remediation; Poetry	English 1, 2, 3 & 4; English Remediation; Poetry	English 1, 2, 3 & 4; English Remediation; Poetry
Lindeman, Paul	Earth Science; Biology; Entomology; Field Studies	Earth Science; Biology; Entomology; Field Studies	Earth Science; Biology; Entomology; Field Studies	Earth Science; Biology; Entomology; Field Studies	Earth Science; Biology; Entomology; Field Studies
Marple, Nick	Earth Science; Biology; Chem Comm; Environ Sci	Earth Science; Biology; Chem Comm; Environ Sci	Earth Science; Biology; Chem Comm; Environ Sci	Earth Science; Biology; Chem Comm; Environ Sci	Earth Science; Biology; Chem Comm; Environ Sci
Maxson, Lorraine	US History; Wrld History; History Remed; Wrld Cultures; Am Gov't; Beg&Int Art; Econ; \$\$ Is Green	US History; Wrld History; History Remed; Wrld Cultures; Am Gov't; Beg&Int Art; Econ; \$\$ Is Green	US History; Wrld History; History Remed; Wrld Cultures; Am Gov't; Beg&Int Art; Econ; \$\$ Is Green	US History; Wrld History; History Remed; Wrld Cultures; Am Gov't; Beg&Int Art; Econ; \$\$ Is Green	US History; Wrld History; History Remed; Wrld Cultures; Am Gov't; Beg&Int Art; Econ; \$\$ Is Green
Ostermeier, Linda	English 1, 2, 3 & 4; Poetry; English SDAIE; Theatre I/II	English 1, 2, 3 & 4; Poetry; English SDAIE; Theatre I/II	English 1, 2, 3 & 4; Poetry; English SDAIE; Theatre I/II	English 1, 2, 3 & 4; Poetry; English SDAIE; Theatre I/II	English 1, 2, 3 & 4; Poetry; English SDAIE; Theatre I/II
Perry, Kathryn	US History; Wrld History; Wrld Cultures; Am Gov't; Econ	US History; Wrld History; Wrld Cultures; Am Gov't; Econ	US History; Wrld History; Wrld Cultures; Am Gov't; Econ	US History; Wrld History; Wrld Cultures; Am Gov't; Econ	US History; Wrld History; Wrld Cultures; Am Gov't; Econ
Romeis, Rosemary	English 1, 2, 3 & 4; Poetry; Health; Yoga	English 1, 2, 3 & 4; Poetry; Health; Yoga	English 1, 2, 3 & 4; Poetry; Health; Yoga	English 1, 2, 3 & 4; Poetry; Health; Yoga	English 1, 2, 3 & 4; Poetry; Health; Yoga
Toelkes, Kathleen		English 1, 2, 3 & 4; Poetry	English 1, 2, 3 & 4; Poetry	English 1, 2, 3 & 4; Poetry	English 1, 2, 3 & 4; Poetry
Wray, Cristina	Intensified Algebra; Applied Career Math	Intensified Algebra; Applied Career Math	Intensified Algebra; Applied Career Math	Intensified Algebra; Applied Career Math	Intensified Algebra; Applied Career Math

F. AP approved course list:

At this time, we do not offer any AP courses.

G. UC approved A-G course list:

UC/CSU - Approved Course List

Independence High School

College Board Code: 054126

Liberty Union High School District

School Governance: Public

Location: Brentwood, CA

School Type: Alternative High School of Choice

School Subtype(s): Independent Study

Website: libertyunion.schoolwires.net/independence
(http://libertyunion.schoolwires.net/independence)

Note: New School 2011 " Initial Accreditation List through June 30, 2012 or until school becomes fully accredited

Course List Manager: Joy Crum

School accredited through June 30, 2018

Course List Manager Phone: (925) 634-2589 ext. 1025

Course list for 2017-18

Updated as of Jun 18th, 2015

History / Social Science ("a") 2 years required

Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures or historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.

Title/Discipline	Transcript Abbreviation(s)	Course Details
American Government Civics / American Government	P-Amer Govt	Classroom-based Half Year
U.S. History U.S. History	P-US HIST P-US History	Classroom-based Full Year
World History World History / Cultures / Historical Geography	P-World Hist P-World History P-WRLD HIST	Classroom-based Full Year

English ("b") 4 years required

Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.

Title/Discipline	Transcript Abbreviation(s)	Course Details
English 1 English	P-ENG 1	Classroom-based Full Year
English 2 English	P-ENG 2	Classroom-based Full Year
English 3 English	P-Eng 3 P-English 3	Classroom-based Full Year
English 4 English	English 4 P-Eng 4	Classroom-based Full Year

Mathematics ("c") 3 years required, 4 years recommended

Title/Discipline	Transcript Abbreviation(s)	Course Details
Algebra I Algebra I	P-Alg 1 10-12 P-Algebra 1	Classroom-based Full Year
Algebra II Algebra II	P-Algebra 2	Classroom-based Full Year
Geometry Geometry	P-Geometry	Classroom-based Full Year
Intensified Algebra Algebra I	Intensified Algebra P-Intensified Alg P-Intensified Algebra	Classroom-based Full Year

Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary, or integrated, or earth and space science course can meet one year of this requirement.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Biology Biology / Life Sciences	P-Biology	Classroom-based Full Year
OWL Biology Biology / Life Sciences	OWL Biology	Classroom-based Full Year

Language Other than English ("e") 2 years required, 3 years recommended

Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended). LOTE levels are defined by the number of years of high school instruction; e.g. LOTE 1= 1 yr.; LOTE 2 = 2 years, etc.

Title/Discipline	Transcript Abbreviation(s)	Course Details
There are currently no courses in this subject area		

Visual & Performing Arts ("f") 1 year required

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, interdisciplinary arts, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts). Two one-semester courses from the same discipline is also acceptable.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Beginning Art Visual Arts	P-Beginning Art	Classroom-based Full Year

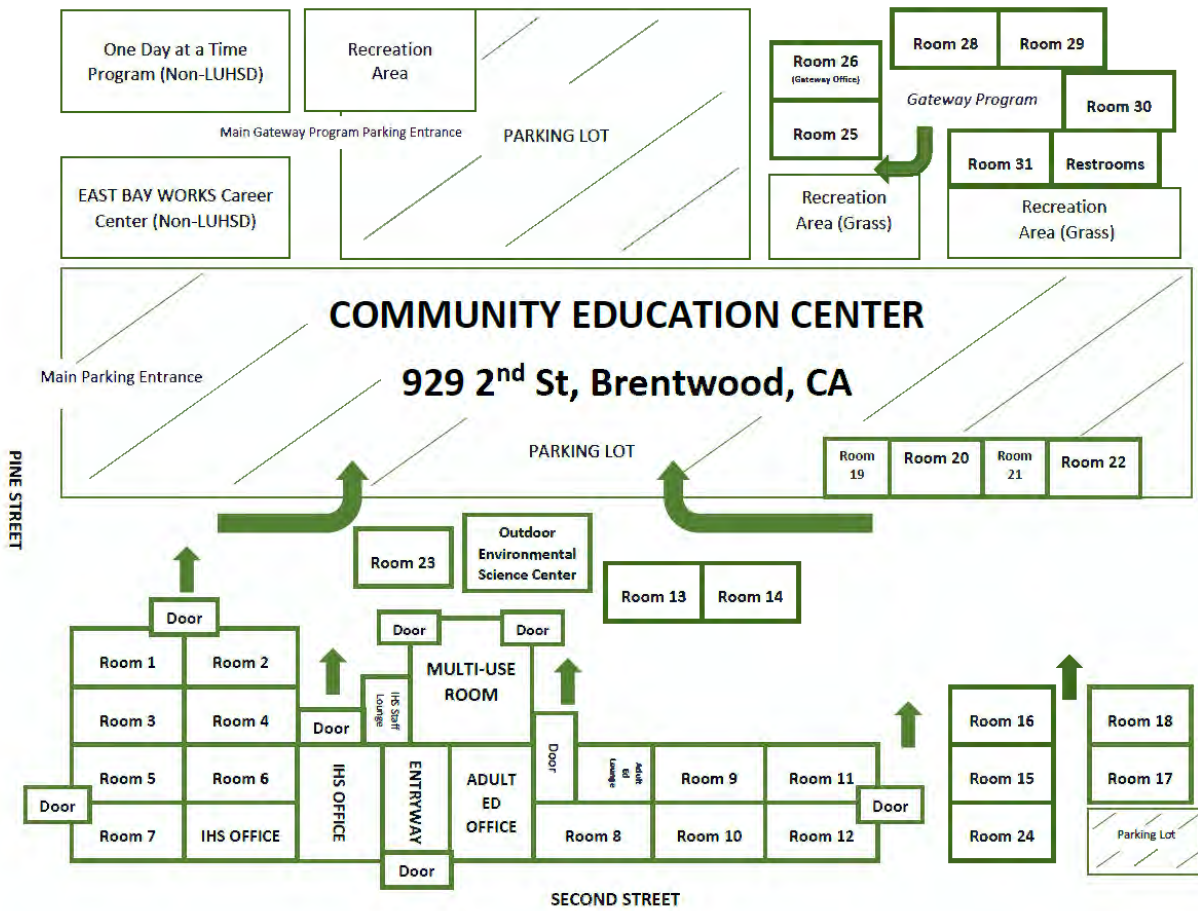
College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Earth Science Laboratory Science – Physical Sciences	P-Earth Science	Classroom-based Full Year
Economics History / Social Science	P-Economics	Classroom-based Half Year
Entomology Laboratory Science – Biology / Life Sciences	Entomology / Ent	Classroom-based Full Year
Environmental Science Laboratory Science – Physical Sciences	Environmental Science P-ENVIRON SCI	Classroom-based Full Year

H. Additional Details of School Programs:

Campus Map –



Instructional Calendar for this school year –

PO A/E/BAE*		Staff Meetings		PD Dept		Independence High School 2017-2018 CALENDAR							Common Assessments		New Stu Orientation		Board Meeting			
July							August							September						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4 H	5	6	7	8	1	2	3	4	5	6	7	8	9	10	11	12	13	14
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
16	17	18	19 NTD	20 NTD	21 NTD	22	23	24	25	26	27	28	29	30	31					
23	24	25 NTD	26 NTD	27 SDD	28 SDD	29	30	31												
30	31 SWD																			
October							November							December						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
22	23	24	25	26	27	28	29	30	31											
29	30	31																		
January							February							March (Multicultural Diversity Inclusion Month)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
21	22	23	24	25	26	27	28	29	30	31										
28	29	30	31																	
April							May							June						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
22	23	24	25	26	27	28	29	30	31											
29	30																			

<p>Registration Walk-thru – July 19th, 20th, 21st (12 pm – 6 pm) NTD - IHS – July 26th (8 am – 3:00 pm) SDD - IHS & Gateway (no Adult Ed) – July 28th (8 am – 3:00 pm) Convocation – July 31st @ FHS (8 am – 10:00 am) SDD - All CEC Staff – July 31st (10:30am – 3:00 pm @ CEC) New Student Orientation – Aug 10th Field Studies Trip – All day to Crissy Field – Sept 1st Honor Roll Assembly – Sept 22nd (10 am – 11 am) Back to School BBQ /TUPE BBQ – Sept 22nd (11 am – 1 pm) CalShakes Fall Matinee – Sept 27th</p>	<p>Field Studies Trip – All day to Mt. Diablo – Oct 20th SSCouncil/Safety Committee – Nov 8th (11:30 am – 1:00 pm) Staff Meeting/Thanksgiving Luncheon – Nov 15th (12 pm – 1 pm) Barnes & Noble Book Fair – Dec 9th Staff Meeting/Holiday Breakfast – Dec 22nd (8:30 am – 10 am) New Student Orientation – Jan 11th Honor Roll Assembly/Open House – Jan 18th (8:30 – 8:00 pm) Poetry Out Loud – Jan 25th Field Studies Trip – All Day to UC Davis – Feb 2nd PSAT 10 Testing Window Opens – Feb 26th</p>	<p>Shakespeare Field Trip/Romeo & Juliet – Mar 1st Multicultural Inclusion Activity Week – March 12th – March 16th WASC Visit – March 12th – March 14th New Student Orientation – April 5th CASBPP Testing – April 9th – April 27th Field Studies Trip – All day to Locke & Walnut Grove – Apr 6th Staff Appreciation Breakfast – May 2nd Leadership End of Year Field Trip – May 18th Senior Brunch – May 30th CalShakes Spring Showcase – May 30th (tentative) Graduation – June 5th Staff Meeting – June 9th (morning)</p>
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Master Agreement (executed annually) –

**INDEPENDENCE HIGH SCHOOL
MASTER AGREEMENT--Page 1 of 2**

**929 Second Street
Brentwood, CA 94513**

Student Name:		Student #:		SCHOOL USE ONLY Entry Date: Exit Date:	
Address:		Date of Birth:	Age:		
City:	Zip:	<input type="checkbox"/> M <input type="checkbox"/> F	Prior Special Ed Services: <input type="checkbox"/> yes <input type="checkbox"/> no If yes, year:		
Home Phone:		Student's Email:		Cell Phone:	
Mother/Guardian:		Mother's Email:			
Mother's Work Phone:		Mother's Cell Phone:			
Father/Guardian:		Father's Email:			
Father's Work Phone:		Father's Cell Phone:			

OBJECTIVE: The student will complete the courses listed below during the school year as they are outlined in the Liberty Union High School District course descriptions. All course objectives will be consistent with the established district guidelines. Weekly Assignment sheets will include additional descriptions of the major objectives and activities of the course of study covered by the agreement and the methods for evaluating student work. It is understood that:

- Student may be given up to eight total assignments per week. Anything beyond eight must be approved by administration.
- No more than two (2) weeks may elapse between the date an assignment is given by the teacher and the date it is due, unless an exception is made in accordance with district policy.
- If any student fails to attend/complete two (2) weekly appointments, an evaluation to determine appropriate school placement will be conducted.

The following to be completed by Primary Supervising Teacher: *Duration of assignment- From: To:*

Course #	Course Name	Credits	Course #	Course Name	Credits
				Total Credits Attempted:	

AGREEMENT: We have read all pages of this agreement and hereby agree to all the conditions set forth within.

SIGNATURES REQUIRED

Student:	Date:	Parent/Guardian:	Date:
Primary Supervising Teacher:	Date:	Other Supervising Teacher:	Date:
Other Supervising Teacher:	Date:	Other Supervising Teacher:	Date:
Other Supervising Teacher:	Date:	Other Supervising Teacher:	Date:
Other Supervising Teacher:	Date:	Other Supervising Teacher:	Date:
Other Supervising Teacher:	Date:	Other Supervising Teacher:	Date:

Revised 05/2017

white: file copy yellow: student folder

**INDEPENDENCE HIGH SCHOOL
MASTER AGREEMENT--page 2 of 2**

**PLEASE READ THOROUGHLY AS
YOUR SIGNATURE BELOW IS A
BINDING AGREEMENT.**

STUDENT:

I understand that:

- Independence High School and the independent study program is an alternative option that I have voluntarily selected.
- By enrolling in Independence High School I have not waived any rights as a student, and to ensure my continued learning, I am entitled to all Liberty Union High School District educational services and resources.
- **I must obtain transportation to scheduled appointments and classes. I understand a lack of transportation to the school site is not an acceptable reason for failing to meet with my teacher or submit my completed assignments.**
- If I am a student with an Individualized Education Program (IEP), my IEP must specifically provide for my enrollment in an independent study program.
- I must follow the discipline code and behavior guidelines sets forth by the Liberty Union High School District. Any violation of these guidelines or failure to meet school/district requirements may result in my transfer from Independence High School and my being subject to any other appropriate action deemed necessary by Liberty Union High School District Board of Trustees or administration. Including the following: **I must not loiter outside the Community Education Center, near or on any school campus, in public parks, or other public places during regular school hours (8:00am – 3:00pm).**
- Meeting the minimum state requirements (four classes) will allow for only 20 credits per semester and does not meet the minimum amount of credits (30) per semester required at Independence High School.
- It is my responsibility to promptly reschedule any appointment missed because of any emergency, and that failure to report to an appointment or to turn in any work completed in a satisfactory and timely manner will result in the failure to earn the expected number of credits/grades and could result in an evaluation conference with student, guardian, teacher, counselor/administration to determine appropriate school placement and/or one or more of the following actions:
 1. Placement on a Significant Improvement Contract (SIC).
 2. Referral to the School Attendance Review Board.
 3. Increased amount of time I must attend the supervised independent study program on campus.
 4. Revocation of any work permit issued until my school work is satisfactorily completed.
 5. Termination of this agreement and return to traditional or alternative school site/program.

I agree to:

- Be supervised by the assigned teachers and/or other approved school personnel.
- Meet regularly with my assigned teachers during my appointment or class time. Depending on the progress, I understand that I may be required to meet more frequently and on additional days outside of appointment to complete work, receive additional support or to participate in other required activities.
- Meet weekly with the Work Experience coordinator if I am enrolled in work experience.
- Complete and produce assigned work that meets subject matter standards. I understand that credits are earned based on achievement level of work produced.

Student Signature: _____ Date: _____

PARENT/GUARDIAN/CAREGIVER:

I understand that the major objective of Independence High School and the independent study program is to provide a voluntary educational alternative for my student.

I agree to the above conditions listed under "Student". I also understand that:

- Individual course objectives are consistent with and assessed in the same manner as the traditional school program.
- I am liable for the replacement cost/repair of damaged/destroyed books or school property checked out to my student.
- Unless otherwise indicated, a teacher or counselor will meet with my student on a regular basis to direct and measure progress. The time and location of appointments with the teachers will be determined by the counselor and or the "primary teacher" in consultation with student.
- I am expected to encourage my student to do more than the minimum state requirement and be involved in programs such as Work Experience, CTE program, community college classes, volunteer work, or a directed project.
- I have the right to appeal any decision about my student's placement, school program, or transfer according to procedures adopted by the Liberty Union High School District Board of Trustees.

Parent/Guardian Signature: _____ Date: _____

STAFF:

I understand that Independence High School and the independent study program is an alternative to regular classroom instruction made available to meet the individual educational needs of students within the Liberty Union High School District.

I agree to the following:

- Work closely with the student and his/her parent/guardian/caregiver in an effort to develop a course of instruction that is based on California standards and district curriculum guides, which will give the student the best possible opportunity to meet specific needs and achieve goals.
- To monitor the student's work, and keep all stakeholders aware of student progress and academic standing.
- To keep regularly scheduled appointments with students (and parents if necessary).
- To be willing to meet with students at times other than the regularly scheduled appointments if necessary.

Teacher Signature: _____ Date: _____

INDEPENDENCE HIGH SCHOOL Initial Primary Appointment Checklist

The below topics should be reviewed with the student beginning on the first appointment. Student and parent (if present) should sign and be given a copy. Keep original copy in folder.

Student _____ Grade _____

Topics for Review		Discussed/ Completed
First Appointment		
Intro Materials	Study packet; schoolwide theme; SLC	
Schedule	Attendance (primary appt, math, electives); student weekly plan	
Assignment Sheet/Planner	Classroom rules; email addresses-updates to Mary Warr	
Master Agreement	Correct dates; no more than 40 credits/semester; signatures for electives	
Expectations & Culture	Refer to Page 2 of the Master Agreement	
Textbooks	Assign and correctly check out; proper care of books	
Permission Slips	Health; child development; field trips; extra-curricular activities eligibility	
Computer Use	Internet agreement; proper care and usage of school computers	
Counseling Services	Senior grad check; concurrent enrollment; diploma options; social/emotional support	
Second/Third Appointment		
Counselor	College & Career options	
RTI Model	(Response to Intervention) Review and begin w/checks and dates	
Communication Tools	Assignment sheet, blackboard connect, calendar, Haiku, Parent Portal, Remind 101, teacher pages, twitter, website	
Work Permit	Vocational Work Experience	
School Activities	Leadership, Poetry Out Loud, Essay Contest, Community Garden, Owl Program	
Community Service	Students see their Government teacher	
Parents	Opportunities for parent involvement – call the office	
Extra-curricular activities	Eligible & Administrator's approval	

I have reviewed the above information with my primary teacher.

Student Signature

Teacher Signature

Parent Signature (if present)

Date

Rev 07/2017

Response to Intervention –

INDEPENDENCE HIGH SCHOOL

RESPONSE TO INTERVENTION

Academic & Emotional Systems



RESPONSE TO INTERVENTION

UNIVERSAL (All Students)

Preventative and Proactive:

- Additional Assignments
- College & Career Readiness (e.g. CPT2)
- Counselor Referral
- Flexible Schedule
- Life After High School Assemblies
- Math Lab
- Mindfulness
- Orientations
- Parent Communication
- Parent Conference
- Study Hall
- Supplemental Curriculum
- Toolbox
- Weekly Planner
- Work Experience

Additional Notes:

TARGETED (Some Students)

Rapid Response:

- 504 Plan
- English Language Arts Lab (e.g. Silent Reading)
- English Language Proficiency Assessments CA
- English Learner Supports (e.g. Curriculum)
- Instructional Support Classes
- Marriage Family Therapist
- Outside Counseling Services (e.g. REACH)
- Read 180 Program (English Fundamentals)
- Psychological Services
- School Attendance Review Team (T1-T4)
- Significant Improvement Contract
- Student Leadership
- Student Success Team
- Tobacco Use Prevention
- Tutorial Support
- Wheel Intervention Plan

INTENSIVE (Individual Students)

High Intensity / Assessment Based:

- Adult Education
- BridgeWay
- California High School Proficiency Exam
- General Education Development
- Home Hospital
- Home Visit
- La Paloma High School
- School Attendance Review Board
- Special Education

INSPIRATION ✨ DEDICATION ✨ GRADUATION

INDEPENDENCE HIGH SCHOOL
GRADUATION STATUS
WORKSHEET

Name: _____ D.O.B. _____ Date: _____

Check: () High School Diploma () Adult School Diploma
 Requires 230 credits Requires 190 credits

CREDITS NEEDED BY JUNE:

English (40)

English 1 _____
English 2 _____
English 3 _____
English 4 _____

Science (20)

Phys Sci _____
Life Sci _____

Health (5)

Health _____

Math (30)

Alg 1 _____
Int Alg _____
Geom _____
Elec math _____

Soc Sci (30)

Wrld Hist _____
US Hist _____
Amer Govt _____
Econ _____
Vol Hr/ _____
Essay _____

**Electives (75 for H.S.
(35 for Adult)**

Elective _____
Elective _____
Elective _____
Elective _____
Elective _____
Elective _____

Fine Art/For Lang (10)

Art/ForLang _____

P.E. (20)

Total:

Credits Completed _____

Credits Needed _____

Total _____

Senior Year Plan:

By October (1 st Qtr)	By December (1 st Sem)	By March (3 rd Qtr)	By May (2 nd Sem)
Total:	Total:	Total:	Total:

Counselor: _____ Primary Teacher: _____

Math Schedule (spring) –

<u>INDEPENDENCE HIGH SCHOOL MATH CLASSES</u>	
SECOND SEMESTER January 8 th – June 7 th , 2018	
<u>ALL CLASSES MEET IN ROOM 2</u>	<u>TEACHER: MRS. DRAKE</u>
Geometry & Support Semester 1 (sec A) Sections 3928 & 3929	Mon/Tues/Thurs 9:00 – 10:30
Geometry & Support Semester 2 (sec A) Sections 3930 & 3931	Mon/Tues/Thurs 10:30 – 12:00
Geometry & Support Semester 2 (sec B) Sections 3932 & 3933	Mon/Tues/Thurs 1:30 – 3:00
Statistics Section 3917	Wed/Fri 9:00 – 10:30
Algebra II (sec A) Section 3918	Wed/Fri 10:30 – 12:00
Algebra II (sec B) Section 3950	Wed/Fri 1:30 – 3:00
<u>ALL CLASSES MEET IN ROOM 6</u>	<u>TEACHER: MRS. WRAY</u>
Pre-Algebra & Intensified Algebra Sections 3953/54 3955/56	Mon/Tues/Thurs 9:00 – 10:30
Intensified Algebra Semester 2 (sec A) Sections 3921 & 3922	Mon/Tues/Thurs 10:30 – 12:00
Intensified Algebra Semester 2 (sec B) Sections 3923 & 3924	Mon/Tues/Thurs 1:30 – 3:00
Applied Career Math Semester 2 (sec A) Section 3925	Wed/Fri 9:00 – 10:30
Applied Career Math Semester 1 (sec A) Section 3926	Wed/Fri 10:30 – 12:00
Applied Career Math Semester 2 (sec B) Section 3927	Wed/Fri 1:30 – 3:00

Revised 1/8/2018

Electives Offered (spring) –

**INDEPENDENCE HIGH SCHOOL
ELECTIVE CLASSES SPRING 2017-18**

Class	Teacher	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Room
Academic Support	"Primary"	***** Class Is Taken On The Wheel *****					
Art (Beginning & Intermediate)	Maxson	10:30-11:30 <u>or</u> 12:00-1:00	***** Counselor Placement Only *****				13
Cultures & Cuisines	Glenn		10:30-11:30				5
*Chemistry in the Community	Marple	***** Class Is Taken On The Wheel *****					3
Child Development I & II	Adams				9:00-10:30		13
English Remediation	Laird	1:30-3:00	***** Counselor Placement Only *****				13
*Entomology	Lindeman	***** Class Is Taken On The Wheel *****					3
*Environmental Science	Marple	***** Class Is Taken On The Wheel *****					3
Field Studies	Lindeman					9:00-11:30	3
Health	Romeis				9:00-10:30		14
History Remediation	Maxson	1:30-3:00	***** Counselor Placement Only *****				1
Instrumental Studies (meets both days)	Perkins				1:30-3:00	1:30-3:00	14
*Leadership (meets both days)	Drake			2:00-3:00		2:00-3:00	4
Mindfulness (Yoga Plus)	Romeis					10:30-11:30	MU
Men's/Women's Choir (meets both days)	Perkins	1:30-3:00	1:30-3:00				MU
Money I\$ Green (Intro to Ag Business)	Maxson	9:00-10:30					13
Music Lab	Perkins			1:30-3:00			14
Physical Education (meets once a month)	Ferrill (M/W) Ghiggeri(T/Th)	***** Class Is Taken During The Wheel *****					7
Poetry	ELA teachers	***** Class Is Taken On The Wheel *****					
Psychology within Society (grade 10-12)	Kysh	1:30-3:00					14
Reading Fundamentals(Read 180)	Banks	1:30-3:00	***** Counselor Placement Only *****				7
Sewing (choose 1 day)	Glenn		9:00-10:30	10:30-12:00			5
Skills for Living	"Primary"	***** Class Is Taken On The Wheel *****					
Teacher Assistant (grade 11-12)	"Varies"						
Theatre I/II	Ostermeier					9:00-10:30	14
Tutorial Support	Banks	***** Counselor Placement Only *****					7
Vocational Work Experience(choose 1 day)	Crum/Price		9:00-2:00	9:00-2:00		9:00-2:00	4

Rev 12/21/17

Weekly Assignment Sheet -

LIBERTY UNION HIGH SCHOOL DISTRICT EMail: perryk@luhsd.net

**INDEPENDENCE HIGH SCHOOL
HOMEWORK ASSIGNMENT SHEET**

634-2589 x. 1094

Week # 6

Instructor's Phone: _____

A reminder for Sample Student

If you are to remain on schedule and in compliance with the agreement signed at the beginning of the semester, you must at least complete the work detailed below by our next meeting:

Date 11/9/17 Day Thursday Time 12-1:30

(No more than two (2) weeks may elapse between the date assignment is made and its due date.)

COMMENTS/REMINERS:					
Academic Support					
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>					
English 2	Week _____ of 32				
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>					
World History	Week _____ of 32				
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>					
OWL Biology	Week _____ of 32				
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>					
Beg. Clothing	Glenn Rm. 5 Weds. 10:30-12pm				
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>					
PE	Ghiggen T or Th 9-12 Rm 7 Next Appt: _____				
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>					
Int. Algebra	M/T/Th 9-10:30am Wray Rm 6				
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>					
Int. Algebra	M/T/Th 9-10:30am Wray Rm 6				
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>					

Instructor: _____ Student: _____ Date: _____

ADA Reporting Schedule -

LUHSD - ADA Reporting Periods		2017-2018 Attendance Calendar						7-12-2017
Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1	1	07/31/2017	@ 08/01/2017	08/02/2017	08/03/2017	08/04/2017		
	2	08/07/2017	08/08/2017	08/09/2017	08/10/2017	08/11/2017		
	3	08/14/2017	08/15/2017	08/16/2017	08/17/2017	08/18/2017		
	4	08/21/2017	08/22/2017	08/23/2017	08/24/2017	08/25/2017	19	
2	5	08/28/2017	08/29/2017	08/30/2017	08/31/2017	09/01/2017		
	6	09/04/2017	# 09/05/2017	09/06/2017	09/07/2017	09/08/2017		
	7	09/11/2017	09/12/2017	09/13/2017	09/14/2017	09/15/2017		
	8	09/18/2017	09/19/2017	09/20/2017	09/21/2017	09/22/2017	19	
3	9	09/25/2017	09/26/2017	09/27/2017	09/28/2017	09/29/2017		
	10	10/02/2017	@ 10/03/2017	@ 10/04/2017	@ 10/05/2017	@ 10/06/2017	@	
	11	10/09/2017	@ 10/10/2017	@ 10/11/2017	@ 10/12/2017	@ 10/13/2017	@	
4	12	10/16/2017	10/17/2017	10/18/2017	10/19/2017	10/20/2017	10	
	13	10/23/2017	10/24/2017	10/25/2017	10/26/2017	10/27/2017		
	14	10/30/2017	10/31/2017	11/01/2017	11/02/2017	11/03/2017		
	15	11/06/2017	11/07/2017	11/08/2017	11/09/2017	11/10/2017	#	
5	16	11/13/2017	11/14/2017	11/15/2017	11/16/2017	11/17/2017	19	
	17	11/20/2017	@ 11/21/2017	@ 11/22/2017	# 11/23/2017	# 11/24/2017	#	
	18	11/27/2017	11/28/2017	11/29/2017	11/30/2017	12/01/2017		
	19	12/04/2017	12/05/2017	12/06/2017	12/07/2017	12/08/2017		
20	12/11/2017	12/12/2017	12/13/2017	12/14/2017	12/15/2017	15		
Period 1 (7/31/2017 - 12/15/2017)							82 Instructional Days	
6	21	12/18/2017	12/19/2017	12/20/2017	12/21/2017	12/22/2017	@	
	22	12/25/2017	# 12/26/2017	# 12/27/2017	@ 12/28/2017	@ 12/29/2017	@	
	23	01/01/2018	# 01/02/2018	@ 01/03/2018	@ 01/04/2018	@ 01/05/2018	@	
	24	01/08/2018	01/09/2018	01/10/2018	01/11/2018	01/12/2018	9	
7	25	01/15/2018	# 01/16/2018	01/17/2018	01/18/2018	01/19/2018		
	26	01/22/2018	01/23/2018	01/24/2018	01/25/2018	01/26/2018		
	27	01/29/2018	01/30/2018	01/31/2018	02/01/2018	02/02/2018		
	28	02/05/2018	02/06/2018	02/07/2018	02/08/2018	02/09/2018	19	
8	29	02/12/2018	02/13/2018	02/14/2018	02/15/2018	02/16/2018	#	
	30	02/19/2018	# 02/20/2018	02/21/2018	02/22/2018	02/23/2018		
	31	02/26/2018	02/27/2018	02/28/2018	03/01/2018	03/02/2018		
	32	03/05/2018	03/06/2018	03/07/2018	03/08/2018	03/09/2018	18	
9	33	03/12/2018	03/13/2018	03/14/2018	03/15/2018	03/16/2018		
	34	03/19/2018	@ 03/20/2018	@ 03/21/2018	@ 03/22/2018	@ 03/23/2018	@	
	35	03/26/2018	@ 03/27/2018	@ 03/28/2018	@ 03/29/2018	@ 03/30/2018	@	
	36	04/02/2018	# 04/03/2018	04/04/2018	04/05/2018	04/06/2018	9	
Period 2 (7/31/2017 - 4/6/2018)							137 Instructional Days	
10	37	04/09/2018	04/10/2018	04/11/2018	04/12/2018	04/13/2018		
	38	04/16/2018	04/17/2018	04/18/2018	04/19/2018	04/20/2018		
	39	04/23/2018	04/24/2018	04/25/2018	04/26/2018	04/27/2018		
	40	04/30/2018	05/01/2018	05/02/2018	05/03/2018	05/04/2018	20	
11	41	05/07/2018	05/08/2018	05/09/2018	05/10/2018	05/11/2018		
	42	05/14/2018	05/15/2018	05/16/2018	05/17/2018	05/18/2018		
	43	05/21/2018	05/22/2018	05/23/2018	05/24/2018	05/25/2018		
	44	05/28/2018	# 05/29/2018	05/30/2018	05/31/2018	06/01/2018	19	
12	45	06/04/2018	06/05/2018	06/06/2018	06/07/2018	06/08/2018	@	
	46	06/11/2018	@ 06/12/2018	@ 06/13/2018	@ 06/14/2018	@ 06/15/2018	@	
	47	06/18/2018	@ 06/19/2018	@ 06/20/2018	@ 06/21/2018	@ 06/22/2018	@	
	48	06/25/2018	@ 06/26/2018	@ 06/27/2018	@ 06/28/2018	@ 06/29/2018	@	
Period 3 (7/31/2017 - 6/29/2018)							180 Instructional Days	
<p>Non-School Day Coding: # = Holiday @ = not in session</p>								

I. LCFF Eight State Priorities Rubric Performance Information:

Our LCAP and goals are aligned to the LCFF and the 8 State Priorities below -

1. Basic Services (credentialing, materials, facilities)
2. Common Core State Standards (CCSS) including ELs and NGSS
3. Parent Involvement
4. Student Achievement (assessment performance, college career readiness)
5. Student Engagement (attendance, credits earned, dropout rates)
6. School Climate (suspension, expulsion)
7. Course access and offerings
8. Other student outcomes

Although we are aligned to the eight state priorities, because we are an alternative independent study school some of the new dashboard performance color coding does not apply to us, such as chronic absenteeism. We have recently applied for continued alternative school status through the Dashboard for Alternative School Status process (DASS), replacing the former Alternative Schools Accountability Model (ASAM).

J. School Accountability Report Card:

<https://ca01001129.schoolwires.net/domain/1702>

K. CBEDS School Information:

2017-18 CBEDS - Online Reporting Application (CBEDS-ORA)

School Information Form Section A

[Edit](#) | [Reports](#) | [Submit/Certify Data](#) | [Advanced Features](#) | [CBEDS Resources](#) | [Update User Information](#) | [Expected Schools](#) | [Main Menu](#) | [Logout](#)

School: Independence High
 CDS Code: 07617210730572

A B C D

Section A. Full-Time Equivalent of Classified Staff																						
Report to two decimal places the full-time equivalents (FTEs) of classified staff assigned to this school. For example, report full-time as 1.00 FTE, half-time as .50 FTE, and quarter-time as .25 FTE. For more information on reporting full-time equivalents of classified staff, please refer to the Glossary and Instructions page.																						
Row	Description	American Indian or Alaska Native not Hispanic Male	Asian not Hispanic Male	Pacific Islander not Hispanic Male	Hispanic or Latino of Any Race Male	Hispanic or Latino of Any Race Female	White not Hispanic Male	White not Hispanic Female	Two or More Races not Hispanic Male	Two or More Races not Hispanic Female	American Indian or Alaska Native not Hispanic Male	American Indian or Alaska Native not Hispanic Female	Pacific Islander not Hispanic Male	Pacific Islander not Hispanic Female	Hispanic or Latino of Any Race Male	Hispanic or Latino of Any Race Female	White not Hispanic Male	White not Hispanic Female	Two or More Races not Hispanic Male	Two or More Races not Hispanic Female	Total	
1	FTE Paraprofessionals	0.00	0.00	0.00	0.00	0.25	0.75	0.00	0.00	0.00	0.75	0.00	0.00	0.00	0.00	4.28	2.28	3.00			0.00	11.31
2	FTE Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	0.00	0.00	0.00	3.00
3	FTE Other Classified Staff	0.00	0.00	0.00	0.00	0.00	0.00	3.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	0.00	0.00	4.00

2017-18 CBEDS - Online Reporting Application (CBEDS-ORA)

School Information Form Section B

[Edit](#) | [Reports](#) | [Submit/Certify Data](#) | [Advanced Features](#) | [CBEDS Resources](#) | [Update User Information](#) | [Expected Schools](#) | [Main Menu](#) | [Logout](#)

School: Independence High
CDS Code: 07617210730572

A B C D

Section B. Kindergarten Program Type

Report the type of kindergarten and transitional kindergarten program offered by the school by selecting the appropriate program type below.

For more information on reporting kindergarten program type, please refer to the [Glossary and Instructions](#) page.

Kindergarten Program (select one)

Full-day
 Part-day
 Both full-day and part-day
 None

Transitional Kindergarten Program (select one)

Full-day
 Part-day
 Both full-day and part-day
 None

2017-18 CBEDS - Online Reporting Application (CBEDS-ORA)

School Information Form Section C

[Edit](#) | [Reports](#) | [Submit/Certify Data](#) | [Advanced Features](#) | [CBEDS Resources](#) | [Update User Information](#) | [Expected Schools](#) | [Main Menu](#) | [Logout](#)

School: Independence High
CDS Code: 07617210730572

A B C D

Section C. Parental Exception Waiver from English-Language Classrooms

Report the number of waivers requested (new or renewed) and the number granted during October 6, 2016 through June 30, 2017 from parents or guardians of English Learner (EL) students who petition for enrollment in a bilingual education class or other generally recognized alternative course of study. For more information on reporting parental exception waiver data, please refer to the [Glossary and Instructions](#) page.

1. Number of Waivers Requested

2. Number of Waivers Granted

2017-18 CBEDS - Online Reporting Application (CBEDS-ORA)

School Information Form Section D

[Edit](#) | [Reports](#) | [Submit/Certify Data](#) | [Advanced Features](#) | [CBEDS Resources](#) | [Update User Information](#) | [Expected Schools](#) | [Main Menu](#) | [Logout](#)

School: Independence High
CDS Code: 07617210730572

A B C D

Section D, Educational Calendar

Report the type of calendar on which your school operates. Do not report both single-track and multitrack for a single school site. If any part of the school is year-round, select more than one type of calendar: traditional and single-track or traditional and multitrack. For more information on reporting educational calendar data, please refer to the [Glossary and Instructions](#) page.

Traditional

Year-round Calendar

Single-track
 Multitrack

For single-track or multitrack only, check the year-round calendar on which your school operates.

60/20 90/30 Modified Concept Custom 00/15 45/15

For the 2017-18 school year, report your school's start date (first day of school) and end date (last day of school). If on a multitrack calendar, report the first day of school for the earliest track, and the last day of school for the latest track.

For example, if Track A students are attending school from September 5, 2017 through May 11, 2018; and Track B students are attending school from November 1, 2017 through July 13, 2018, report the start date as 09/05/17 and the end date as 07/13/18.

Start date: 08/01/2017

End date: 06/01/2018

L. Graduation Requirements:

SCHOOL/PROGRAM GRADUATION REQUIREMENTS		
<ul style="list-style-type: none"> Independence High School Diploma – 230 credits Liberty Adult Diploma – 190 credits GED (Bridgeway Program) *See counselor or administration One hundred and fifty-five (155) of those credits must be selected to meet minimum content/subject area requirements (see chart below). Courses may be used only once to meet graduation requirements. Students must meet the standards and benchmarks for each course and may not graduate until their senior year. Independence High School & Liberty Adult School graduates may participate in the Independence High School ceremony. In order to earn a comprehensive high school diploma, students must be enrolled at the comprehensive site for their final semester and meet the 270 credit requirement. 		
General Requirements		IHS Specific Math Requirements
Content or Subject Area:	Required Semester Units:	<p>Algebra – This is a college-prep standards based course designed to prepare students to meet district and state standards, along with college/career readiness.</p> <p>Geometry –This is a college-prep standards based course designed to prepare students to meet district and state standards, along with college/career readiness.</p> <p>Math Labs – Students are required to attend a minimum of one hour per week. In addition, students may utilize the labs for extra support (any day).</p>
English	40	
Mathematics	30	
Social Studies	30	
Science (OWL Biology and Physical)	20	
Fine Arts	10	
Health/Decision Making	5	
Physical Education	20	
	155 total (+ electives)	
Electives:		
Adult Diploma	35 (+ above = 190)	
High School Diploma	75 (+ above = 230)	
<p>You can earn credits towards graduation from sources other than Independence High School (see below).</p>		
<p><u>Learning Center</u></p> <ul style="list-style-type: none"> Seniors and second semester junior students are eligible. A variety of courses can be completed through concentrated work. It is done individually, with assistance and under the supervision of a credentialed teacher. You are required to attend your weekly appointment and complete a minimum of one assignment a week. 		
<p><u>Summer School</u></p> <ul style="list-style-type: none"> Most courses are only offered for remediation. 		
<p><u>Los Medanos College / Other Institutions</u></p> <ul style="list-style-type: none"> Prior approval required. Classes at Los Medanos or other institutions may be taken day or night. 60 high school credits maximum may be transferred. English 95 may be taken to satisfy the second semester requirement of English IV. All other credits will meet elective requirements. 		

M. Pertinent Additional Data (Additional data available during the site visit):

Recent Williams Settlement Site Visit –



Contra Costa County Office of Education

77 Santa Barbara Road, Pleasant Hill, CA 94523 • (925) 942-3388
Karen Sakata, Superintendent of Schools

October 31, 2017

Yolanda Mendrek, President
Liberty Union School District Board of Trustees
Liberty Union School District
20 Oak Street
Brentwood, CA 94513

Dear Board President Mendrek and Board of Trustees:

I would like to thank the Liberty Union School District for its cooperation and thoroughness in conducting the required review of instructional materials and facilities for schools identified in the Williams Settlement, for providing the required information within the timelines, and for meeting the compliance requirements of the Williams Settlement Site Visits.

Enclosed is the annual report on the schools identified in the Williams Settlement within your school district for fiscal year 2017-2018. California Education Code section 1240(c)(2)(B) requires that schools identified in the Williams Settlement in our county be visited within the first four weeks of school, that noted areas be reviewed, and that a report be submitted to you and the governing board for inclusion at a regularly scheduled November Board Meeting. A complete report on all the Williams visitations in Contra Costa County has also been submitted to the County Board of Education as required by law.

This report contains the results of the Contra Costa County Office of Education (CCCOE) visits of the following school: **Independence High** on August 2, 2017.

I have attached further documentation for your review; however, the following are some highlights from the report:

Instructional Materials:

There were sufficient district-adopted, standards-aligned textbooks or instructional materials visible in all classrooms visited.

School Facilities:

There are no facility conditions that “pose an emergency or urgent threat to the health or safety of pupils or staff.”

School Accountability Report Card (SARC):

The schools' SARC indicated that there were no instructional material insufficiencies or outstanding facility needs.

Teacher Misassignments and Teacher Vacancies:

Based on last year's report to CCTC, all misassignments were cleared in the 2016-17 school year. Subsequent quarterly reports will include any misassignments and vacancies identified in the current year.

Uniform Complaints:

One textbook/instructional materials complaint was reported to the CCCOE during the period ending in October 31st. The complaint was reported resolved.

We very much appreciate the support of the John Swett Unified School District's Board of Trustees, the district administration, and especially the staff of the school that was visited so that the directives of the Williams Settlement could be implemented. A common goal for all of us is to ensure that each of our students has the necessary materials to learn, a safe place to study, and qualified teachers. Thank you for the work you have done for the students of your district.

Sincerely,

Karen Sakata
 Superintendent of Schools
 Contra Costa County

KS:sak

Enclosure: Annual Report

cc: Contra Costa County Board of Education
 Eric Volta, Superintendent, Liberty Union School District
 Contra Costa County Board of Supervisors

N. School Budget

In 2016-17 our general school budget was \$34,284 (based on CBEDS). The principal is responsible for managing this. The District Office conducts an annual audit to ensure the site is compliant in all purchases and funding. Use of school funds are processed through MUNIS (accounting database) and categorized based on item description and SACs Code. Additional supplemental funding below:

District Financial Support Expenditures Per Pupil

Year	Adjusted \$ per Student (ADA)
2014-15-LCFF	\$7,622.91
2015-16-LCFF	\$8,537.00
2016-17-LCFF	\$9,014.00

Glossary of Terms:

- Aeries – Our student database, attendance and grading system
- Bridgeway program – An optional specialized high school GED program for 17-year-old junior/senior status students who have not been or would not be successful in an alternative school for whatever reason.
- Brigham Young University (BYU) – Provides online remediation classes for students who need an alternate method to make up credits.
- Gateway program – LUHSD Community-Based Instruction (CBI) program that serves developmentally and physically disabled students.
- Haiku – A secure LMS that allows teachers to embed curriculum for the purposes of facilitating a virtual classroom.
- Interim Common Assessments (ICAs) – District-wide, quarterly, core subject matter tests.
- Instructional Learning Team (ILT) – Our school steering committee
- Liberty Education Association (LEA) – Our school district’s teacher’s union
- Life After High School program (LAHS) – This program encompasses quarterly presentations, workshops, field trips, etc., centered on college-career (post-high school) opportunities.
- Literacy through Theater and Performance (LTP) – This program is designed to increase student engagement in performance, public speaking and textual analysis using theater and performance as the medium for teaching.
- Master Agreement – A written agreement between the parent, student and our school that outlines the federal, state, district and school guidelines and lists courses in progress for the school year.
- Outdoor Wetlands Learning (OWL) program – This program exposes students (through curriculum and regular field work) to real-world career focused experiences in the environment.
- Primary Teachers – The teacher responsible for tracking a student’s progress and doing the necessary paperwork, including attendance (ADA), in some ways this teacher acts like a home room teacher, providing academic support and guidance and interfacing with the student’s family as needed. This teacher is also single subject credentialed in a core academic subject (other than Math) and provides teaching in that subject as well.

- Poetry Out Loud (POL) – A national competition where students learn close reading and textual analysis skills while they bring poems to life through performance.
- Student Success Seminars (SSS) – Orientations and college planning workshops (including FAFSA) for our students and families provided by an LMC counselor.
- Secondary Specialized Program grants (SSP) – Grant funding through the CDE that has helped us develop, implement and maintain the OWL program.
- Socio-metrics – A charting system that allows teachers to gain valuable insight into the social dynamics of our students, with the hope that this will lead to more positive, productive relationships where all students feel safe, comfortable and valued. This methodology is being piloted in our Math classes this school year.
- Supervisory Teachers – A former position at our school held by non-contracted hourly teachers whose job it was to track student progress and complete paperwork regarding ADA and other tracking requirements from the State of California.
- TOOLBOX – A social-emotional resilience program currently in its first year of implementation.
- The Wheel – This school model is a hybrid between a complete independent study model where students meet with one teacher every week and a traditional high school classroom-based model.
- Wheel Intervention Program (WIP) – An intervention for students who do not have their work completed when they attend their Wheel appointment. Students are required to stay at school and complete their assignments.

Acronyms:

- ACM – Applied Career Math, an elective Math class on our campus
- CCC – Campus Climate Committee
- CCSS – Common Core State Standards
- CCIS – California Consortium for Independent Study, a state-wide organization that supports independent study schools
- CDE – California Department of Education
- CHKS – California Healthy Kids Survey
- DVC – Diablo Valley College (Concord, CA.)
- ELA – English Language Arts

- ELL – English Language Learners
- ESSA – Every Student Succeeds Act (2001, replacing NCLB)
- HSS – History-Social Science Frameworks
- IHS – Independence High School
- LAE – Liberty Adult Education (our district adult education school)
- LEA – Liberty Education Association (Teacher union)
- LUHSD – Liberty Union High School District (our school district)
- LMC – Los Medanos College (Pittsburg/Brentwood, CA.)
- LMS – Learning Management System, such as Haiku
- NCLB – No Child Left Behind (2001)
- NGSS – Next Generation Science Standards
- PTSS – Parents and Teachers Supporting Students – our equivalent to a PTA
- RTI – Response to Intervention
- SPED – Special Education
- SEL – Social-Emotional Learning
- TUPE – Tobacco Use Prevention and Education program
- VC – Visiting Committee (WASC)
- WASC – Western Association of Schools and Colleges



