

# Independence

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Dominee Muller-Kimball, Principal

Principal, Independence

#### About Our School

Independence School is the grades K-12 independent study school for Lodi Unified School District. LUSD encompasses 350 square miles and serves the cities of Lodi, North Stockton, and the communities of Acampo, Clements, Lockeford, Victor, and Woodbridge. The district is located in the central valley of Northern California. Any student who resides in the LUSD attendance areas and meets the requirements is eligible to attend Independence School.

#### Contact

*Independence*  
13451 North Extension Rd.  
Lodi, CA 95242-9249

Phone: 209-331-8275  
Email: [dkimball@lodiUSD.net](mailto:dkimball@lodiUSD.net)

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Lodi Unified
<b>Phone Number</b>	(209) 331-7000
<b>Superintendent</b>	Cathy Washer
<b>Email Address</b>	<a href="mailto:cwasher@lodiUSD.net">cwasher@lodiUSD.net</a>
<b>Website</b>	<a href="http://www.lodiUSD.net">www.lodiUSD.net</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Independence
<b>Street</b>	13451 North Extension Rd.
<b>City, State, Zip</b>	Lodi, Ca, 95242-9249
<b>Phone Number</b>	209-331-8275
<b>Principal</b>	Dominee Muller-Kimball, Principal
<b>Email Address</b>	<a href="mailto:dkimball@lodiUSD.net">dkimball@lodiUSD.net</a>
<b>County-District-School (CDS) Code</b>	39685853930344

*Last updated: 12/19/2019*

### School Description and Mission Statement (School Year 2019—20)

Independence School is a voluntary program offered by Lodi Unified School District to assist students who find that the regular classroom settings do not meet their needs. It is a Western Schools and Colleges accredited school that provides an alternative method of curriculum delivery and instruction through independent study. All courses are aligned with Lodi Unified School District common core standards. On the high school level, Independence School supports both college prep and non college prep curriculum. High school students who attend Independence may be approved to concurrently attend classes at their school of residence or local community college.

#### School Mission Statement

Independence School is committed to creating a challenging learning environment that encourages success for all students. (K-12) We utilize California Common Core Standards based instruction that incorporates academic and socio-emotional aspects, while recognizing strategies for individual differences and learning styles. We work with partners, parents, and the community to ensure that our students are reaching their potential as they become confident 21st Century learners with the abilities to meet graduation requirements.

#### Vision Statement

The vision of Independence School is to fulfill the needs of students who require an alternative to a traditional setting. We encourage communication, critical thinking, collaboration, citizenship and character through a diverse and comprehensive, technology infused curriculum. We do this by giving support, building confidence, and creating an environment that is safe and fosters lifelong learning.

#### School-Wide Learning Outcomes

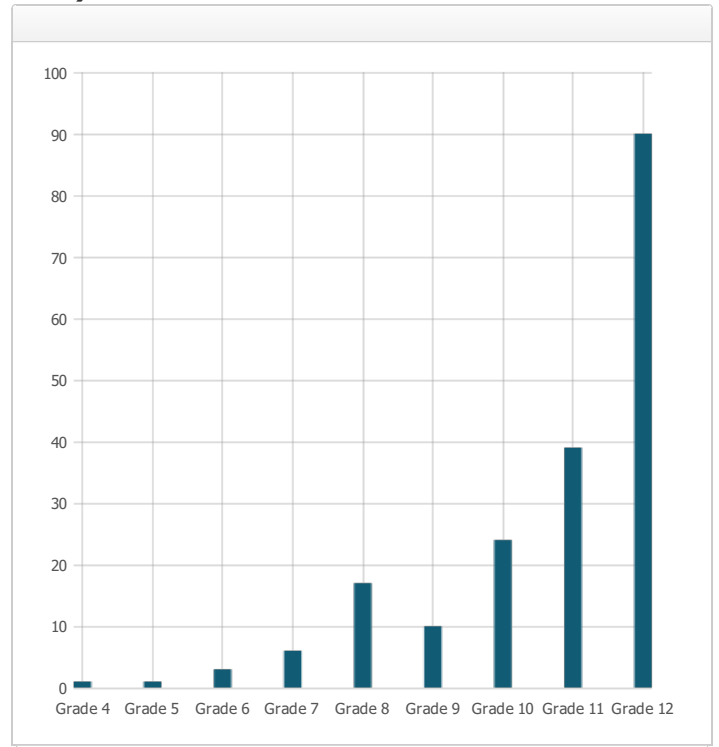
All Independence School students will:

- be critical thinkers who
  - Use a variety of strategies to produce and complete academic project
  - Make mindful decisions
- be academically proficiently learners who
  - Perform mathematical operations and analyze, apply, and problem-solve mathematical concept
  - Speak, read, and write Standard English
  - Use technology efficiently and effectively
- be effective communicators who
  - Articulate ideas, opinions and information in a responsible and respectful manner
  - Incorporate technology as a means of communication and sharing information
- be self-directed learners who
  - Can set short and long-term goals and follow through with them
  - Make informed decisions, be on time, be responsible and accept consequence

*Last updated: 12/19/2019*

### Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 4	1
Grade 5	1
Grade 6	3
Grade 7	6
Grade 8	17
Grade 9	10
Grade 10	24
Grade 11	39
Grade 12	90
<b>Total Enrollment</b>	<b>191</b>



Last updated: 12/26/2019

### Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	6.30 %
American Indian or Alaska Native	0.50 %
Asian	20.90 %
Filipino	4.20 %
Hispanic or Latino	34.60 %
Native Hawaiian or Pacific Islander	0.50 %
White	28.30 %
Two or More Races	1.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	63.40 %
English Learners	18.80 %
Students with Disabilities	28.30 %
Foster Youth	%
Homeless	1.60 %

## A. Conditions of Learning

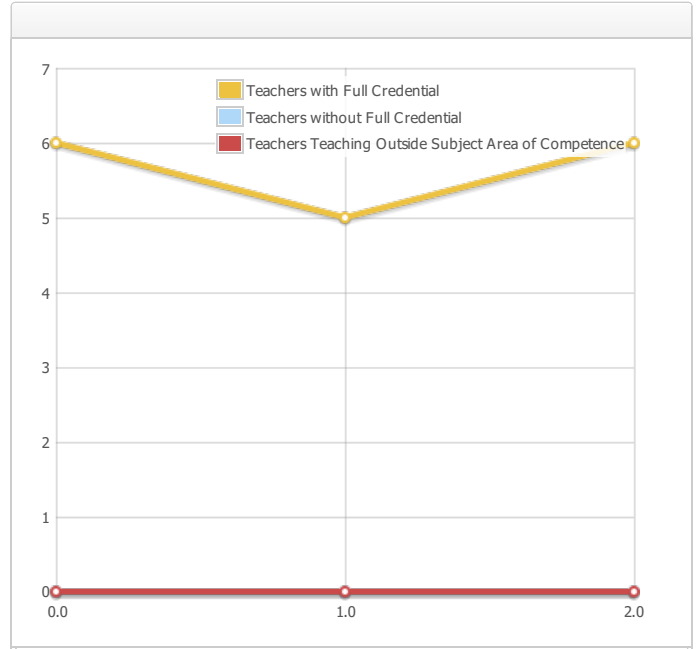
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

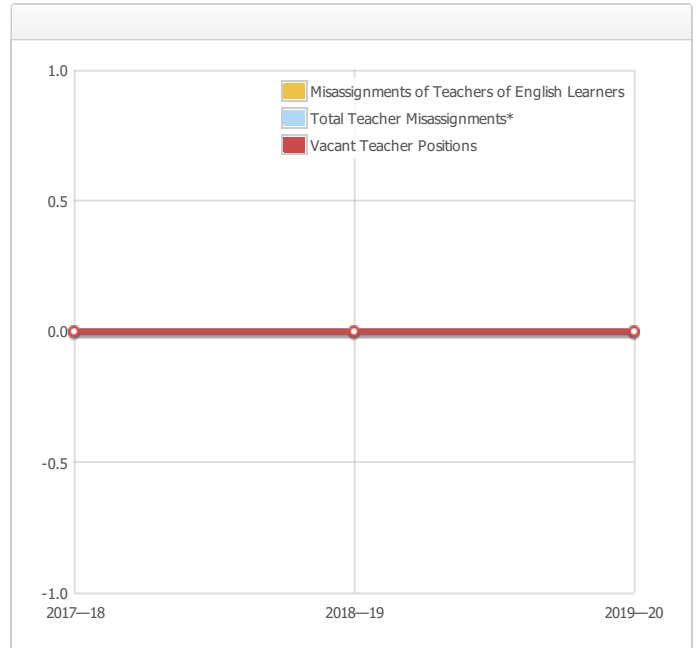
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	6	5	6	1245
Without Full Credential	0	0	0	97
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16



Last updated: 12/23/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 12/24/2019

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: July 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>(Grade K-6 Base Core/EL Support) <b>CA Journeys</b>, Houghton Mifflin Harcourt, c.2017; Adoption Year: 2016; From most recent adoption: Yes</p> <p>(Grade 4-6 Intervention) <b>Scholastic Read 180-Stage A</b>, Scholastic, c.2012; Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p> <p>(Grade 4-6 Intensive) <b>Scholastic System 44 Next Gen</b>, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p> <p>(Grade K-6 ELD Support) <b>Rosetta Stone</b> Adoption Year: 2011 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011</p> <p>(Grade 7-8 Base Core/EL Support) <b>StudySync</b>, McGraw Hill c. 2017 Adoption Year: 2016; From most recent adoption: Yes</p> <p>(Grade 7-8 Intervention) <b>Scholastic Read 180-Stage B</b>, Scholastic, c.2012 Adoption Year: 2011; From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011</p> <p>(Grade 7-8 Intensive Intervention/EL Support) <b>Scholastic System 44 Next Gen</b>, Scholastic, c.2014 Adoption Year: 2011 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011</p> <p>(Grade 9 Base Core/EL Support) <b>StudySync</b>, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016</p> <p>(Grade 9-12 Intensive Intervention) <b>Scholastic Read 180: Next Generation</b>, Scholastic, c.2012 Adoption Year: 2011 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 4/17/2011</p> <p>(Grade 9-12 Intensive Intervention) <b>Scholastic System 44 Next Gen</b>, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p> <p>(Grade 10 Base Core/EL Support) <b>StudySync</b>, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016</p> <p>(Grade 11 Base Core) <b>StudySync</b>, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016</p> <p>(Grade 11 AP Language) <b>The Language of Composition: Reading, Writing, Rhetoric</b>, Bedford, c.2013 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 1/12/2016</p> <p>(Grade 11-12 Creative Writing) <b>Bedford Introduction to Literature</b>, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007</p> <p>(Grade 12 Base Core/EL Support) <b>StudySync</b>, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016</p> <p>(Grade 12 - AP Language) <b>Bedford Introduction to Literature</b>, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007</p>		0.00 %
Mathematics	<p>(Grade K-5 Base Core) <b>Math Expressions</b>, Houghton Mifflin Harcourt, c.2015 Adoption Year: 2014; From most recent adoption: Yes</p>		0.00 %

(Grade 6 Base Core) **CMP3 Math Grade 6**, Pearson, c.2014  
Adoption Year: 2014  
From most recent adoption: No, Local Board Approval on 4/15/2014

(Grade 7 Base Core/Intervention) **CMP 3 Math Grade 7**, Pearson, c.2014  
Adoption Year: 2014  
From most recent adoption: No, Local Board Approval on 4/15/2014

(Grade 8 Base Core/Intervention) **CMP 3 Math Grade 8**, Pearson, c.2014  
Adoption Year: 2014  
From most recent adoption: No, Local Board Approval on 4/15/2014

(Grade 7-12 SDC) **Math 180**, Scholastic, c.2014  
Adoption Year: 2014  
From most recent adoption: No, Local Board Approval on 7/22/2014

(Grade 9 Intervention) **Core Connections Course 3**, CPM, c.2014  
Adoption Year: 2014  
From most recent adoption: No, Local Board Approval on 7/22/2014

(Grade 9-12 Base Core) **Core Connections: Integrated Course 1**, CPM, c.2014  
Adoption Year: 2014  
From most recent adoption: No, Local Board Approval on 4/15/2014

(Grade 10-12) **Stats in Your World**, Pearson, c.2016  
Adoption Year: 2017  
From most recent adoption: No, Local Board Approval on 6/6/2017

(Grade 10-12 Base Core) **Core Connections: Integrated Course 2**, CPM, c.2014  
Adoption Year: 2014  
From most recent adoption: No, Local Board Approval on 4/15/2014

(Grade 10-12 Base Core) **Core Connections: Integrated Course 3**, CPM, c.2014  
Adoption Year: 2014  
From most recent adoption: No, Local Board Approval on 4/15/2014

(Grade 11-12 AP) **AP The Practice of Statistics**, Bedford, Freeman & Worth Co., c.2015  
Adoption Year: 2014  
From most recent adoption: No, Local Board Approval on 5/6/2014

(Grade 12) **Precalculus**, CPM, c.2018  
Adoption Year: 2018  
From most recent adoption: No, Local Board Approval on 5/15/18

(Grade 12 AP) **Calculus for AP**, Cengage 2017  
Adoption Year: 2017  
From most recent adoption: No, Local Board Approval on 6/6/2017

Science

0.00 %

(Grade K-5 Base Core) **Amplify Science (K-8)**, Amplify Education Inc., c.2018  
Adoption Year: 2019; From most recent adoption: Yes

(Grade 6 Base Core) **Amplify Science (K-8)**, Amplify Education Inc., c.2018  
Adoption Year: 2019; From most recent adoption: Yes

(Grade 7 Base Core) **Amplify Science (K-8)**, Amplify Education Inc., c.2018  
Adoption Year: 2019;  
From most recent adoption: Yes

(Grade 8 Base Core) **Amplify Science (K-8)**, Amplify Education Inc., c.2018  
Adoption Year: 2019;  
From most recent adoption: Yes

(Grade 9) **Earth Science**, Pearson/Prentice Hall, c.2006  
Adoption Year: 2007  
From most recent adoption: No, Local Board Approval on 4/3/2007

(Grade 9-12) **Conceptual Physics 12th Ed.**, Pearson c.2015  
Adoption Year: 2015  
From most recent adoption: No, Local Board Approval on 5/5/2015

(Grade 10-12) **CA Biology**, Pearson/Prentice Hall, c.2007  
Adoption Year: 2008  
From most recent adoption: No, Local Board Approval on 4/3/2007

(Grade 11-12 AP) **Biology in Focus**, Pearson, c.2017  
Adoption Year: 2016  
From most recent adoption: No, Local Board Approval on 5/17/2016

(Grade 11-12) **Chemistry Matter & Change**, McGraw Hill, c. 2007  
Adoption Year: 2008  
From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 11-12 AP) **Chemistry & Chemical Reactivity**, Cengage Learning, c.2015  
Adoption Year: 2016  
From most recent adoption: No, Local Board Approval on 5/17/2016

(Grade 11-12) **Holt Environmental Science**, Holt, Rinehart & Winston, c.2008  
Adoption Year: 2008  
From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 11-12 AP) **Living in the Environment**, 18th ed., Cengage, c.2015  
Adoption Year: 2016  
From most recent adoption: No, Local Board Approval on 5/17/2016

(Grade 11-12) **Physics: Principles & Problems**, Glencoe/McGraw Hill, c.2008  
Adoption Year: 2008  
From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 11-12) **Hole's Anatomy & Physiology**, MacMillan/McGraw, c.2019  
Adoption Year: 2018  
From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 11-12) **Astronomy: Journey to the Cosmic Frontier**, McGraw Hill, c.2008  
Adoption Year: 2008  
From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 11-12) **Life on an Ocean Planet**, Current Publishing, c.2006  
Adoption Year: 2008  
From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 12 AP) **College Physics**, 10th Ed., Cengage Learning, c.2015  
Adoption Year: 2016  
From most recent adoption: No, Local Board Approval on 5/17/2016

## History-Social Science

0.00 %

(Grade K-2 Base Core) **CA Studies Weekly Program**, Studies Weekly, c.2018  
Adoption Year: 2018; From most recent adoption: Yes

(Grade 3-5 Base Core) **CA Social Studies IMPACT**, McGraw Hill, c.2018  
Adoption Year: 2018; From most recent adoption: Yes

(Grade 6 Base Core) **NatGeo World History: Ancient Civilizations**, NatGeo/Cengage, c.2018  
Adoption Year: 2018; From most recent adoption: Yes

(Grade 7 Base Core) **Nat Geo World History: Medieval and Early Modern Times**, NatGeo/Cengage, c.2018  
Adoption Year: 2018; From most recent adoption: Yes

(Grade 8 Base Core) **US History American Stories: Beginnings to WWI**, NatGeo/Cengage, c.2018  
Adoption Year: 2018; From most recent adoption: Yes

(Grade 9) **World Geography: My World Interactive**, Pearson/Prentice Hall, c. 2019  
Adoption Year: 2018  
From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 9-12 AP) **The Cultural Landscape: An Introduction to Human Geography**, Pearson/Prentice Hall, c.2008  
Adoption Year: 2008  
From most recent adoption: No, Local Board Approval on 4/15/2008

(Grade 9-12 AP) **World Civilizations: The Global Experience**, Pearson, c.2017  
Adoption Year: 2018  
From most recent adoption: No, Local Board Approval on 3/27/2018

(Grade 9-12 AP) **Art Through the Ages: A Global History**, Cengage Learning, c. 2016  
Adoption Year: 2015  
From most recent adoption: No, Local Board Approval on 5/19/2015

(Grade 10) **World History: A Modern World**, Pearson/Prentice Hall, c.2018  
Adoption Year: 2018  
From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 10-12 AP) **Western Civilization Since 1300**, Cengage Learning, c.2015

Adoption Year: 2016

From most recent adoption: No, Local Board Approval on 1/12/2016

(Grade 11) **United States History: the Twentieth Century**,

Pearson/Prentice Hall, c.2019

Adoption Year: 2018

From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 11 AP) **The American Pageant**, Cengage, c.2015

Adoption Year: 2014

From most recent adoption: No, Local Board Approval on 5/6/2014

(Grade 11-12) **Sociology & You**, Glencoe, c.2014

Adoption Year: 2018

From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 11-12) **Understanding Psychology**, McGraw Hill, c.2014

Adoption Year: 2018

From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 11-12 AP) **Myer's Psychology**, Bedford Freeman/Worth, c.2019

Adoption Year: 2018

From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 12) **Magruder's American Government**, Pearson/Prentice Hall, c.2018

Adoption Year: 2018

From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 12) **Economics: Principles in Action**, Pearson/Prentice Hall, c.2018

Adoption Year: 2018

From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 12 AP) **American Government and Politics Today**, Thomson Learning, c.2007

Adoption Year: 2007

From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 12 AP) **Principles of Economics AP**, Thomson Learning, c.2007

Adoption Year: 2007

From most recent adoption: No, Local Board Approval on 4/17/2007

#### Foreign Language

0.00 %

(Grade 7-8 Spanish) **Que Chevere! Level 1**, EMC Publishing, c.2016

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015

(Grade 9-12 Spanish) **Que Chevere! Level 1-4**, EMC Publishing, c.2016

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015

(Grade 9-12 Spanish for Native Speakers) **Que Chevere! Level 4-5**, EMC Publishing, c.2016

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015

(Grade 9-12 AP Spanish) **Temas**, Vista Higher Learning, c.2014

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015

(Grade 9-12 AP Spanish Literature) **Abriendo Puertas: Ampliando Perspectivas**, HMH Co., c.2013

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015

(Grade 9-12 Japanese)

**Adventures in Japanese 1**, Cheng & Tsui Co., c.2004

**Adventures in Japanese 2**, Cheng & Tsui Co., c.2004

Adoption Year: 2007

From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 9-12 Japanese) **Adventures in Japanese 3**, Cheng & Tsui Co., c.2004

Adoption Year: 2013

From most recent adoption: No, Local Board Approval on 3/5/2013

(Grade 9-12 French) **T'es Branche? Level 1-4**, EMC Publishing, c.2014

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015



<p>(Grade 11-12 AP French) <b>Themes</b>, Vista Higher Learning, c.2016                  Adoption Year: 2015                  From most recent adoption: No, Local Board Approval on 6/2/2015</p> <p>(Grade 9-12 Italian) <b>Avanti 1-3</b>, McGraw Hill, c.2018                  Adoption Year: 2017                  From most recent adoption: No, Local Board Approval on 3/7/2017</p> <p>(Grade 9-12 German)  <b>Komm Mit! 1</b>, Holt, Rinehart &amp; Winston, c.2006  <b>Komm Mit! 2</b>, Holt, Rinehart &amp; Winston, c.2006  <b>Komm Mit! 3</b>, Holt, Rinehart &amp; Winston, c.2006                  Adoption Year: 2008                  From most recent adoption: No, Local Board Approval on 5/20/2008</p> <p>(Grade 9-12 AP German) <b>Stationen-Ein Kursbuch Fuer die Mittelstufe</b>, Thomson &amp; Heinle, c.2008                  Adoption Year: 2008                  From most recent adoption: No, Local Board Approval on 5/20/2008</p>			
Health			0.00 %
<p>(Grade K-5) <b>Too Good for Drugs</b>, Mendez Foundation c.2003                  Adoption Year: 2004                  From the most recent adoption: No, Local Board Approval on 9/4/2004</p> <p>(Grade 6) <b>Life Skills</b>, Princeton Health Press, c.2000                  Adoption Year: 2004                  From most recent adoption: No, Local Board Approval on 6/6/2004</p> <p>(Grade 7-8) <b>Life Skills</b>, Princeton Health Press, c.2000                  Adoption Year: 2004                  From the most recent adoption: No, Local Board Approval on 6/6/2004</p> <p>(Grade 9-10) <b>Project Toward No Drug Abuse</b>, USC, c.2004                  Adoption Year: 2005                  From the most recent adoption: No, Local Board Approval on 6/7/2005</p> <p>(Grade 9-12) <b>Glencoe Health</b>, Glencoe/McGraw, c.2018                  Adoption Year: 2018                  From the most recent adoption: No, Local Board Approval on 5/15/2018</p>			
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		N/A 0.0 %

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

Last updated: 1/25/2020

## School Facility Conditions and Planned Improvements

### AGE OF SCHOOL BUILDINGS:

Unknown

### MAINTENANCE AND REPAIR:

The Independence High School facilities' condition, including grounds and restrooms, are very good based on custodial staffing, a regular district painting and maintenance schedule and funding available for equipment and supplies. Custodial workers are assigned based on a district formula to ensure equity. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### CLEANING PROCESS AND SCHEDULE:

A scheduled maintenance program is administered by Lodi Unified School District to ensure that all classrooms, restrooms and facilities are well-maintained and in good repair. Staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

DEFERRED MAINTENANCE PROJECTS: N/A

MODERNIZATION PROJECTS: 2011 hardcourt & parking lot repairs. 2016-17 Access controls and cameras added.

NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Independence on 10/8/2019.

Lodi Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or the district office. As of October 2019, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Independence. These needs include:

- gas leaks
- nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems
- electrical power failure
- major sewer line stoppage
- major pest or vermin infestation
- broken windows or exterior doors or gates that will not lock and that pose a security risk
- abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff
- structural damage creating a hazardous or uninhabitable condition

*Last updated: 12/27/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

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

## Overall Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating	Good
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*Last updated: 12/27/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	38.0%	51.0%	44.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	13.0%	12.0%	33.0%	34.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

*Last updated: 1/7/2020*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	76	89.41%	10.59%	51.32%
Male	27	22	81.48%	18.52%	45.45%
Female	58	54	93.10%	6.90%	53.70%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	18	16	88.89%	11.11%	56.25%
Filipino	--	--	--	--	
Hispanic or Latino	25	22	88.00%	12.00%	40.91%
Native Hawaiian or Pacific Islander					
White	29	27	93.10%	6.90%	55.56%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	61	53	86.89%	13.11%	49.06%
English Learners	14	11	78.57%	21.43%	18.18%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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

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

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

*Last updated: 1/7/2020*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	76	89.41%	10.59%	11.84%
Male	27	22	81.48%	18.52%	9.09%
Female	58	54	93.10%	6.90%	12.96%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	18	16	88.89%	11.11%	18.75%
Filipino	--	--	--	--	
Hispanic or Latino	25	22	88.00%	12.00%	9.09%
Native Hawaiian or Pacific Islander					
White	29	27	93.10%	6.90%	7.41%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	61	53	86.89%	13.11%	7.55%
English Learners	14	11	78.57%	21.43%	9.09%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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

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

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

*Last updated: 1/7/2020*

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

*Last updated: 1/3/2020*

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	34.38%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	1.54%

*Last updated: 1/3/2020*

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	45.50%	27.30%	18.20%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/20/2020*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019—20)

Parents who wish to participate in Independence's leadership teams, school committees, school activities, or become volunteers may contact Dominee Muller-Kimball at (209) 331-8275.

All parents attend an orientation with their child in which they are given an overview of the school and the expectations for students. Parents are notified when a student misses classes or does not complete school work. Parents are encouraged to work with their child and monitor weekly assignments.

Our School Site Council meets approximately four times per year. There are two voting parent representatives on the School Site Council, but all parents are welcome to attend.

Seven ELAC meetings are held throughout the year to receive input from parents and guardians of English Language Learners and to inform them of the school's programs.

*Last updated: 12/19/2019*

# State Priority: Pupil Engagement

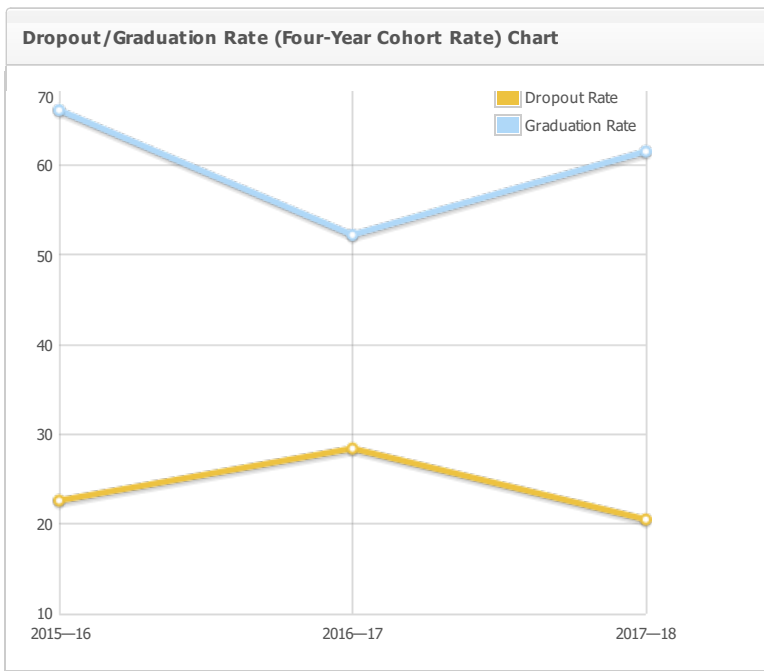
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	22.60%	9.40%	9.70%
Graduation Rate	66.10%	84.90%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	28.40%	20.50%	9.00%	8.50%	9.10%	9.60%
Graduation Rate	52.20%	61.50%	84.10%	85.60%	82.70%	83.00%



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

*Last updated: 12/26/2019*

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	0.30%	5.10%	4.60%	5.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.20%	0.10%	0.20%	0.10%	0.10%	0.10%

*Last updated: 12/27/2019*

### School Safety Plan (School Year 2019—20)

A Comprehensive School Safety Plan is in place to address safety issues as well as a school wide plan to eliminate bullying behavior. Key elements of the safety plan include safe school strategies and programs, disaster response procedures, procedures for safe ingress and egress and rules and procedures on school discipline. School wide behavior expectations and discipline policies are consistently applied and students are provided adult supervision at all times. Visitors to the school must sign in at the office and receive a visitor's pass prior to going to classrooms. Visitors must return to the office and sign out upon leaving the school. Our Comprehensive School Safety Plan was last reviewed on 1/10/2018.

*Last updated: 1/9/2020*



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	3.00	28		
Mathematics	7.00	10		
Science	7.00	6		
Social Science	8.00	11		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	6.00	12		
Mathematics	6.00	12		
Science	7.00	5		
Social Science	7.00	10		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	7.00	13		
Mathematics	6.00	13		
Science	8.00	6		
Social Science	7.00	10		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 12/27/2019*

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

Title	Ratio**
Counselors*	382

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

\*\*Average Number of Pupils per Counselor

*Last updated: 1/3/2020*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.18
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.00
Other	0.00

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/20/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11476.40	\$3275.30	\$8201.10	\$83512.30
District	N/A	N/A	\$7675.10	\$73304.00
Percent Difference – School Site and District	N/A	N/A	6.60%	13.00%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	8.80%	1.30%

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

*Last updated: 1/9/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

In addition to services provided with general funding, Lodi Unified School District also provides programs and supplemental services that are funded through either Local Control Funding Formula (LCFF) or other sources. Services vary by school and may include:

- After School Programs
- AVID Programs
- Special Education
- Counseling Services (Academic and Career)
- Extended Day/Year/Summer School
- Supplemental instructional materials
- Enrichment Programs
- Access to Technology
- Social Services
- Athletic Programs
- Program for English Learners

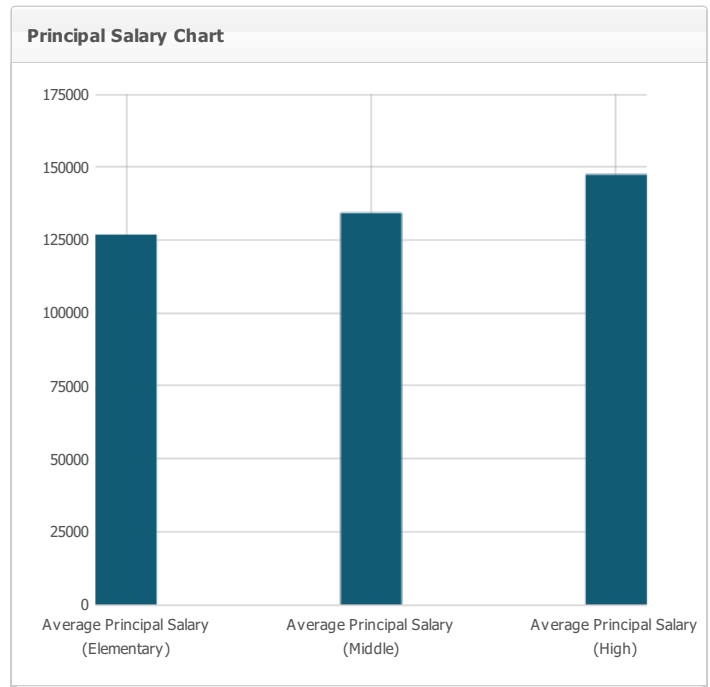
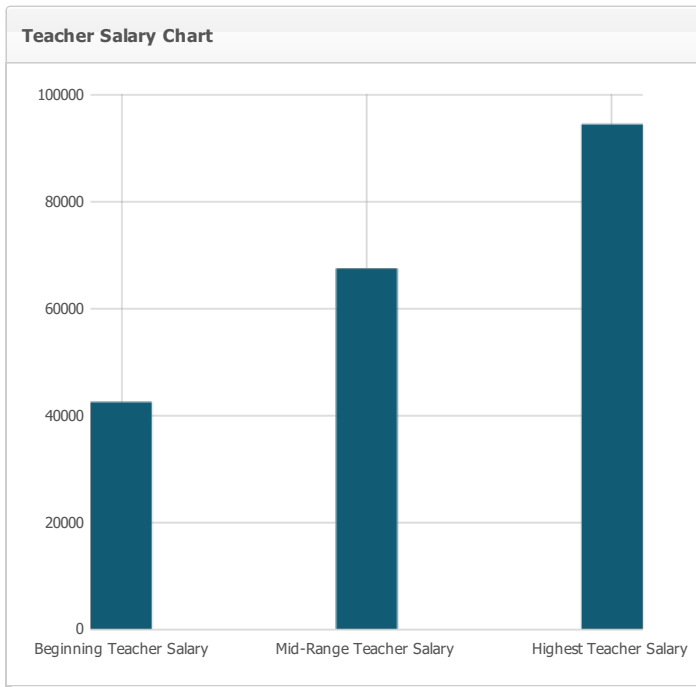
Check with the school principal to get more information about the services that are specific to the school.

*Last updated: 12/27/2019*

### Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,429	\$48,612
Mid-Range Teacher Salary	\$67,409	\$74,676
Highest Teacher Salary	\$94,369	\$99,791
Average Principal Salary (Elementary)	\$126,817	\$125,830
Average Principal Salary (Middle)	\$134,286	\$131,167
Average Principal Salary (High)	\$147,458	\$144,822
Superintendent Salary	\$258,723	\$275,796
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/9/2020

**Advanced Placement (AP) Courses (School Year 2018—19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

*Last updated: 12/27/2019*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

*Last updated: 12/27/2019*