

# **Independence High School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Independence High School
Street	1900 "G" Street
City, State, Zip	Merced, CA. 95340
Phone Number	(209) 325-1602
Principal	David Rogers
Email Address	drogers@muhsd.org
Website	<a href="http://ihs.muhsd.org/">http://ihs.muhsd.org/</a>
County-District-School (CDS) Code	24-65789-2430049

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Merced Union High School District
Phone Number	209.325-2020
Superintendent	Alan Peterson
Email Address	apeterson@muhsd.org
Website	<a href="http://www.muhsd.org">www.muhsd.org</a>

### School Description and Mission Statement (School Year 2020-2021)

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#### Principal's Message

Dear Parents and Students,

The Independence High School community realizes the importance of a collaborative effort in providing you the most engaging, caring, and successful educational experience possible. With strong support from parents, guardians, school personnel, district administration and the Board of Education, our students will thrive. At Independence High School, we work with students one on one, allowing a flexible environment. Our curriculum is:

- Rigorous
- Demanding
- Dynamic

We have transitioned to a school that offers online instruction to prepare our students for the challenges of the 21st century. For all students, we teach to standards that are robust and relevant to the real world, preparing students for the skills they will need to be successful in college and careers. Enrollment at Independence High School is designed to support each student's special needs, while offering a standards-based education that requires student commitment and parental support. We look forward to this school year; working together we can provide the best possible education for each student.

Sincerely,

David Rogers

## MERCED UNION HIGH SCHOOL DISTRICT MISSION STATEMENT

"Every staff member, every day, will support all students to acquire the skills necessary to develop and follow their post secondary dreams."

## INDEPENDENCE HIGH SCHOOL VISION

"The philosophy of Independence High School education program is to provide a coordinated program of educational options and services designed to meet the specific and individual needs of students." Our programs and services are aligned with state and district guidelines and are designed to assist students in preparing to become contributing members of society.

## INDEPENDENCE HIGH SCHOOL MISSION STATEMENT

Independence High School seeks to provide an individualized, academically challenging program for all students which will emphasize the development of personal responsibility and promote positive growth in academics, interpersonal relations, and values necessary in becoming productive citizens

## INDEPENDENCE HIGH SCHOOL ACADEMIC GOALS

It is our commitment to help students achieve one or more of the following goals:

1. Return to and be successful at a traditional high school
2. Earn a high school diploma
3. Prepare to be a successful contributing member of society
4. Prepare to be a productive member of the workforce

To attain one or more of the goals listed above, we expect students to:

- Complete all school assignments
- Participate actively and constructively in their learning
- Develop positive attitudes
- Exercise self-discipline and demonstrate courtesy and respect for others
- Abide by all campus and classroom procedures
- Work independently and think critically

## Independence High School Expectations

It is our commitment to help students achieve one or more of the following goals Expected School-Wide Learning Results (ESLRs) have been updated with input from stakeholders during the Accrediting Commission for Schools visitation of the Western Association of Schools and Colleges (WASC) process, and now are represented by the acronym "PRIDE"

1. Productive, Self Sufficient and Healthy Individuals
2. Responsible Citizens
3. Innovative Thinkers
4. Determined Learners

## 5. Effective Communicators and Collaborators

To attain one or more of the goals listed above, we expect to use indicators such as those below to measure student success related to these goals:

- Attend scheduled appointments
- Follow Curricular Pacing Guides
- Successful completion of Health, Life Skills, and/or PE courses
- Attendance records
- Completion of graduation requirements
- Number of students on behavior contracts, suspended and expelled from school
- Number of students maintaining a 2.0 GPA or above
- Number of students completing National Education Technology Standards (NETS) 5 and 6 standard
- Number of students completing technology based projects
- Number of seniors successfully completing Senior Portfolio
- Number of students completing graduation requirements
- Increasing rates of proficiency on course benchmarks
- Increasing rates of proficiency on the Common Core State Standards (CCSSs)
- Read, write, speak and listen competently and critically
- Use various types of technology as tools for communication
- Number of senior students completing Senior Exit Interview

### School Description

Independence High School is one of nine high schools in the Merced Union High School District. All applications are reviewed by the district screening committee. The screening committee decides which educational program is best for the student in accordance with district and state policies. Independence High School is located on the East Campus Educational Center (ECEC). ECEC houses the following schools and programs in addition to Independence High School; Yosemite High School, Merced Adult School, Sequoia High School (a community day school), the Child Development Center, ROP (Regional Occupational Program), DOC (District Opportunity Center), and 5th and 6th year seniors.

While the area is showing progress from double-digit unemployment rates there is still a lag behind state and national unemployment averages. For the 2017-2018 school year, 81.3% of Independence High School students, were eligible for free and/or reduced lunches.

Independence High School is comprised of full-time independent study (IHS) students and students concurrently enrolled "On Track" (OT) (IHS as well as their home campus). Both full-time IHS and OT students meet with their IHS teacher at the student's school of residence in an effort to keep the student connected to their school of residence.

Independence High School serves a diverse student population from various cities and communities in Merced County; the northern section of the district serves students from Livingston, Ballico, Snelling, and Cressey; the central section includes students from Atwater, Winton, and McSwain; and to the south, Merced, LeGrand and El Nido.

In June 2020, IHS received a full six-year WASC accreditation, with a two day mid cycle review visit.

Since that time, instruction has moved to an online format. Contracted teachers have been hired to work in the areas of English, math, science, social studies and art for the purpose of curriculum development, alignment and appropriateness to the diverse needs of independent study students. Work continues on alignment of the IHS curriculum with district pacing calendars and the development of lessons appropriate to the nature of independent studies and time available for instruction. In addition to meeting with an IHS teacher, students are also enrolled in English and math classes with “Highly Qualified” teachers. Efforts continue to provide staff development for IHS teachers in the use of standards-based curriculum and resources to best support students in what is typically a one-hour meeting covering six different classes. Teachers may request additional time for student appointments, in particular, for those who are limited English and/or simply need additional time to support success. Under the current model, all IHS teachers are “highly qualified” for the courses they teach.

#### **Student Enrollment by Grade Level (School Year 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	6
<b>Grade 10</b>	16
<b>Grade 11</b>	25
<b>Grade 12</b>	40
<b>Total Enrollment</b>	87

#### **Student Enrollment by Student Group (School Year 2019-2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	1.1
<b>Asian</b>	1.1
<b>Hispanic or Latino</b>	70.1
<b>Native Hawaiian or Pacific Islander</b>	1.1
<b>White</b>	21.8
<b>Two or More Races</b>	2.3
<b>Socioeconomically Disadvantaged</b>	85.1
<b>English Learners</b>	3.4
<b>Students with Disabilities</b>	13.8
<b>Foster Youth</b>	3.4
<b>Homeless</b>	19.5

## **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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	7	7	7	499
Without Full Credential	0	0	0	25
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	150

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** 2020 September

Pursuant to the settlement of Williams vs. the State of California, Merced Union High School District thoroughly inspected each of its school sites at the start of the 2006-07 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The following chart displays data collected in regards to the textbooks in use within the district including at Independence High School during the current school year (2015-2016).

All textbooks at IHS are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards aligned textbooks and instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9 (+Pre) HMH California Collections 9 2017 yes see tab at bottom CCSS ELA 2013 ELA/ELD 2014</p> <p>English 10 (+Pre) HMH California Collections 10 2017 yes see tab at bottom CCSS ELA 2013 ELA/ELD 2014</p> <p>English 11 HMH California Collections 11 2017 yes see tab at bottom CCSS ELA 2013 ELA/ELD 2014</p> <p>Literacy, Advocacy &amp; Public Service HMH California Collections 11 2017 yes see tab &amp; UCCI CCSS ELA 2013 ELA/ELD 2014</p> <p>AP English Language NA NA no AP Syllabus College Board</p> <p>ERWC ERWC provided yearly no website folders</p> <p>AP English Literature Thomson Perrine's Literature 2006 no AP Syllabus College Board</p> <p>Film Composition &amp; Literature (Eng12)</p> <p>Novels NA no NA Elective NA</p> <p>ELD 1 Hampton Brown Edge A 2006 no Old standards/CELDT NA</p> <p>ELD 2 Hampton Brown Edge A 2006 no Collaborative Old standards/CELDT NA</p> <p>ELD 3 Hampton Brown Edge B 2006 no Interpretive Old standards/CELDT NA</p> <p>ELD 4/5 Hampton Brown Edge C 2008 no Productive Old standards/CELDT NA</p> <p>Strategic English Binders/copies NA no NA Elective Elective</p> <p>Intensive English Hampton Brown Edge A 2006 no NA Elective Elective</p>	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>Integrated Math A HMH Integrated Math 1 2015 yes see tab at bottom CCSS Math 2013 Math 2013</p> <p>Integrated Math B HMH Integrated Math 1 2015 yes see tab at bottom CCSS Math 2013 Math 2013</p> <p>Integrated Math 1 HMH Integrated Math 1 2015 yes see tab at bottom CCSS Math 2013 Math 2013</p> <p>Integrated Math 2 HMH Integrated Math 2 2015 yes see tab at bottom CCSS Math 2013 Math 2013</p> <p>Integrated Math 2: Robotics HMH Integrated Math 2 2015 yes see tab &amp; UCCI CCSS Math 2013 Math 2013</p> <p>Integrated Math 2 Advanced HMH Integrated Math 1 &amp; 2 2015 yes see tab at bottom CCSS Math 2013 Math 2013</p> <p>Integrated Math 3 HMH Integrated Math 3 2015 yes see tab at bottom CCSS Math 2013 Math 2013</p> <p>Integrated Math 3 Advanced HMH Integrated Math 2 &amp; 3 2015 yes see tab at bottom CCSS Math 2013 Math 2013</p> <p>PreCalculus ( &amp; H) Larson &amp; Hostetler Precalculus with Limits 2001 no organizer</p> <p>Elective Math 2013</p> <p>AP Calculus AB Key Cur Press Calculus Concepts 1998 no AP Syllabus CB College Board</p> <p>HMH Calculus of a Single Variable 2010</p> <p>AP Calculus BC Brooks/Cole Calculus 2008 no AP Syllabus CB College Board</p> <p>AP Statistics Freeman Practices of Statistics 2015 no AP Syllabus CB College Board</p> <p>Prentice Hall Stats: Modeling the World 2007</p> <p>Statistics &amp; Probabilities Freeman Basic Practices for Statistics 2010 no NA Elective Math 2013</p> <p>Preparing for College Math MUHSD</p> <p>Preparing for College Math 2009 yes</p> <p>Organizer Accuplacer MC entrance test</p> <p>Financial Algebra Cengage Financial Algebra 2014 yes Drive Documents Elective</p> <p>Electiveall 2001 (Adopted 2005)</p>	Yes	0.0



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>Life Science (Ag) Prentice Hall Science Explorer Life Science 2009 no web guide Science 1998 Science 2004</p> <p>Biology (Ag) Prentice Hall Biology 2002 no web guide Science 1998 Science 2004</p> <p>AP Biology Pearson Campbell Biology AP 2014 no AP Syllabus CB College Board</p> <p>Earth Science (Ag) Holt Modern Earth Science 2002 no Drive guide Science 1998 Science 2004</p> <p>Chemistry (Ag) Addison Wesley Chemistry 2002 no web guide Science 1998 Science 2004</p> <p>AP Chemistry Prentice Hall Chemistry: The Central Science 2014 no AP Syllabus CB College Board</p> <p>Physics Glencoe Physics: Principles and Problems 2002 no web guide Science 1998 Science 2004</p> <p>AP Physics Wiley &amp; Sons Physics 2014 no AP Syllabus CB College Board</p> <p>Environmental Science (Ag) Holt Environmental Science 2006 no web guide Science 1998 Science 2004</p> <p>AP Environmental Science Cengage Living in the Environment 2007 no AP Syllabus CB College Board</p> <p>Anatomy &amp; Physiology Elsevier/Mosby The Human Body in Health 2014 no NA Elective Elective</p> <p>Animal Anatomy &amp; Physiology Delmar Introduction to Veterinary Science 2005 no NA Elective Elective</p> <p>Biotechnology 1-2 Pearson Biotechnology, Introduction to 2011 no NA Elective Elective</p> <p>Food Science Thomas Learning Introduction to Food Science 2003 no NA Elective Elective</p> <p>Forensic Science Cengage Forensic Science: Fundamentals 2012 no NA Elective Elective</p> <p>Intro to Genetics NA NA no NA Elective Elective</p> <p>Marine Biology H Prentice Hall Marine Biology an Ecological Approach 2005 no NA Elective Elective</p> <p>Microbiology NA NA no NA Elective Elective</p> <p>ROP Veterinary Science Cengage Veterinary Anatomy &amp; Physiology 2011 no ROP Elective Elective</p>	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Cengage Introduction to Veterinary Science 2005 no ROP Environmental Horticulture Thomson Introductory Horticulture 2007 no ROP Elective Elective Sierra Nevada Science UCAL History of the Sierra Nevada 2007 no NA Elective Elective		
<b>History-Social Science</b>	Grade12: Economics Principles in Action Prentice Hall 2007 (Adopted 2007) Grade 11: CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007) Grade 11: CA American Anthem Holt, Rinehart & Winston 2007 (Adopted 2007) Grade 12: Lanahan Readings in the American Polity Lanahan Publishers 2007 (Adopted 2007) Grade 12: Government by the People, Pearson Education 2006 (Adopted 2007) Grade 12: Magruder's American Government, Prentice Hall 1999 (Adopted 1999) Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 1999 Grade 10: World History the Modern World 2007 Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 2003 (Adopted 2004) Grade 10: Modern World History, West Publishing 1999, (Adopted 2005) Grade 9: World Geography, Prentice Hall 2005 (Adopted 2006) Grades 9-12: Why Women Should Rule the World, HARP 2008 (BCHS) Grades 10-12 History of the Sierra Nevada, Laws Field Guide to the Sierra Nevada, and Sierra Nevada Natural History (GVHS)	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Foreign Language</b>	Grades 9-12: Hmong Arts, Books & Crafts (Adopted 2008) Grades 9-12: Santillana USA 2007 (Adopted 2007) Grades 9-12: Nuevas Vistas, Holt, Rinehart & Winston 2006 (Adopted 2006) Grades 9-12: Diccionario, Larousse (Continental Book Company) 1994 (Adopted 1997) Grades 9-12: Punjabi (Adopted 2006) Grades 9-12: Buen Viaje, Glencoe/McGraw Hill (Adopted) Grades 9-12: Discovering French Bleu, McDougal/Littell - 2004 (Adopted 2005)	Yes	0.0
<b>Health</b>	Grade 9: Health, Prentice Hall - 2007 (New Edition 2008)	Yes	0.0
<b>Visual and Performing Arts</b>	Grades 10-12: Understanding Movies, Prentice Hall 2008 (Adopted 2007) Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999) Grades 9-12: The Photographic Eye: Learning to See with a Camera, Davis Publications 1995 Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000) Grades 9-12: Foundations of Restaurant Management and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS)	Yes	
<b>Science Laboratory Equipment (grades 9-12)</b>	Science Laboratory Equipment: IHS provides an adequate supply of lab equipment for its students.	Yes	0.0

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

## School Facility Conditions and Planned Improvements

Independence High School (IHS) was originally established in 1966. All students enrolled at IHS are seen by their IHS teacher, but under special circumstances students can be seen at ECEC and they have complete access to the Global Access Port (GAP) which is the library at ECEC. Other ECEC facilities are also available for student use, such as the gym and weight room. Academic counselors are located in the administration building for Sequoia High School and Yosemite High School as each of these two counselors shares the Independence High School caseload of students.

IHS is fully compliant with the Williams Facility Inspection. The school is inspected annually by the Fire Marshal and monthly by school site administrators. All issues discovered during these inspections are given the utmost priority.

### Cleaning Process

Independence High School provides a safe and clean environment for students, staff, and volunteers. The District Governing Board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

#### Maintenance & Repair

A scheduled maintenance program is administered by Independence High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Merced Union High School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and for the most part, in the order in which they are received.

#### Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

#### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** September 28, 2020

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	38	N/A	47	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	17	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	8	N/A	19	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

## CAASPP Test Results in Science by Student Group

### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

Independence High School offered the following CTE courses: Introduction to Health Careers, Computer Applications, and Child Development as elective courses for graduation credit and as a means to explore careers while studying in the independent studies setting.

Through these various industry sectors, pathways and course offerings, the following is a list of the district's CTE advisory committee that supports our CTE program: Abasta-Cummings, Leslie - Industry Representative, Health Science and Medical Technology; Aguilar, Constantino - Assistant Superintendent of Educational Services; Ballenger, Mandy - Special Populations Representative; Boyenga, Ana - Industry Representative, Education, Child Development and Family Services; Boykin, Kahri - Secondary CTE Faculty ; Cardona, Norma - Special Populations Representative; Crispin-Hernandez, Niza - Special Populations Representative; DeAngelo, Vinni - Industry Representative, Hospitality, Tourism and Recreation; Dhaliwal, Harry - Industry Representative, Transportation; Donovan, Timothy - Postsecondary CTE Faculty; Duran, Marisol - Industry Partner, Fashion and Interior Design; Euker, Jennifer - Secondary Administrator; Flores, Lily - K12 Strong Workforce/CTE Coordinator; Gardia, Autumn - Postsecondary Guidance; Goodwin, Laurie - Parent; Gonzalez, Araceli - Postsecondary CTE Counselor; Hagaman, Gwen - Industry Representative, Information and Communication Technologies & Marketing; Jerner, Brent - Industry Representative, Energy, Environment and Utilities; Johnson, Cristi - Special Populations Representative; Jolly, Charles - Secondary Administrator; Kanemoto, Kathleen - Postsecondary CTE Faculty; Kennedy, Kevin - Industry Representative, Business and Finance; Lassle, Kathleen - Industry Representative, Building and Construction Trades; Lewis, Scott - Industry Representative, Building and Construction Trades; Livria, John -Industry Representative, Information and Communication Technologies; Marvulli, David - Industry Representative, Building and Construction Trades; Mehat, Sukhraj - Secondary CTE Faculty; Ochoa, Anel - Instructional Support; Palomino, Ed - Industry Representative, Agriculture and Natural Resources; Quevedo, Nathan - Industry Representative, Arts Media and Entertainment; Ramos, Breanne - Industry Representative, Agriculture and Natural Resources; Rahn, Jeremy - Industry Representative, Public Services; Regalo, Richard - Industry Representative, Agriculture and Natural Resources; Rolfe, Terry - Industry Representative, Building and Construction Trades; Saxon, Adam - Industry Representative, Marketing; Smith, Kanoa - Secondary Faculty; Soto, Greg - Postsecondary Administrator; Sousa, Jay - Industry Representative, Arts Media and Entertainment; Sousa, Jennifer - Secondary Counselor and Postsecondary Adjunct Counselor; Student, AHS (Name Redacted) Student; Student, LHS (Name Redacted) Student; Student, MHS (Name Redacted) Student; Tanzillo, Barbara - Program Administrator; Tasse, Bryan - Postsecondary Administrator; Teague, Brian - Industry Representative, Building and Construction Trades; Thomas, Anthony - Parent; Valladao, Bob - Parent; Vigil, Lisa - Industry Representative, Building and Construction Trades; Ybarra, Seneca - Secondary Faculty; Zamudio, Kimberly Educational Services Program Administrative.

## Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	76
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	33.3

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	95.05
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	7.14



### 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 areas of physical education.

#### California Physical Fitness Test Results (School Year 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

Independence High School parents may participate on the School Safety Committee, Health and Wellness Committee, English Language Advisory Committee, and WASC Focus and Leadership Teams and Parent Meetings regarding Local Control Funding Formula (LCFF). School Site Council meetings are held quarterly. Parents participate in extracurricular activities to support students in community service projects. They also attend student orientation with their children to help initiate an education and career plan.

Parents who wish to participate in Independence High School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (209) 325-1602. The district's website ([www.muhsd.org](http://www.muhsd.org)) also provides a variety of helpful resources and information for parents, students, and community members.

### 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 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
Dropout Rate	37.5	23.1	22.9	5.6	6.7	4	9.1	9.6	9
Graduation Rate	56.3	57.7	71.4	91.3	90.5	94.2	82.7	83	84.5

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	5.0	3.4	3.5	3.5
Expulsions	0.0	0.0	0.3	0.5	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	2.6	
Expulsions	0.0	0.5	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Safety of students and staff is a priority of Independence High School. Teachers, administration, and campus liaisons supervise designated areas before and after school, and during breaks. Campus liaisons constantly walk the grounds while classes are in session to ensure all visitors check into the office and direct students back to class. There is a designated area for students to be dropped off and picked up, which is monitored by liaisons and administration. Students are not allowed to bring visitors on campus during the school day, including lunch breaks. All non-students are required to report to the principal's and attendance offices for registration. Guest speakers, parents, and or visitors are required to report to the principal's office prior to visiting classrooms in order to receive admittance authorization and complete a digital sign in form.

The school's safety program is fully compliant with federal and state regulations, and the School Safety Plan is updated annually by the Safety Committee with input from staff, students, and parents. IHS School Site Council approved the 2020-2021 safety plan at the meeting on Sept. 16, 2020. Key elements outlined in the plan include:

- Emergency notification system for the entire campus
- Equipping some teachers and administration with portable radios
- Security Cameras and panic gates
- Campus maintenance and inspection done regularly.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and intruder drills are held each semester, and all staff have been trained on coordinating an evacuation from the school. One site map includes facilities, evacuation and safety needs of Independence, Merced Adult, Sequoia and Yosemite High Schools which are posted in all classrooms and offices.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	3	22			2	33			3	44		
Mathematics	3	14			2	18			2	29		
Science	3	13			2	26			2	35		
Social Science	3	20			2	45			2	56		

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	39.5

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

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$26,829.79	\$4,005.74	\$22,824.05	\$103,699.83
District	N/A	N/A	\$12,977.92	\$79,619
Percent Difference - School Site and District	N/A	N/A	55.0	26.3
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	98.6	13.8

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

## Types of Services Funded (Fiscal Year 2019-2020)

In addition to general state funding, Merced Union High School District received state and federal funding for the following categorical, special education, and support programs including foster and homeless youth, site instructional coach, and free lunch for all students:

- \*Local Control Funding Formula (LCFF Supplemental)
- \*Title I, Part A - Basic Grant
- \*Title II, Parts A & D - Teacher Quality & Technology
- \*Title III, Part A - Limited English Proficiency (LEP)
- \*Title IV - Safe & Drug Free Schools & Communities (SDFSC)
- \*Title V - Innovative Programs

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,725	\$52,670
Mid-Range Teacher Salary	\$79,771	\$89,660
Highest Teacher Salary	\$102,059	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$140,960	\$158,074
Superintendent Salary	\$200,454	\$250,285
Percent of Budget for Teacher Salaries	31.0	32.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

## Advanced Placement (AP) Courses (School Year 2019-2020)

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

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3

Currently, our professional development plan has centered around distance learning and preparing our teachers for hybrid learning. The main area of focus has been student engagement in the virtual world and the professional development trainings have included the implementation of Pear Deck, Padlet, GoGuardian, and broadcasting. Our focus shifted this year due to the pandemic and the needs of our students as virtual learners now. Teachers were surveyed at the beginning of the year for their input on the needs for specific resources and trainings to help them be successful as distance learning and hybrid learning teachers. Professional development is delivered via zoom this school year. All trainings have been held virtually since we have teachers working on site and from home. In order to limit the number of individuals in one location, it is easier to accommodate everyone in a zoom meeting. Independence High School teachers normally meet with their students in person once a week; however, most have transitioned to all virtual meetings and needed training on zoom and/or Google meets to conduct their weekly appointments.

Professional development is delivered in monthly faculty meetings, prep period trainings, half-day trainings on site, site visitations throughout district and reflective post-visit lesson planning, conference attendance both at county level and outside the county, as well as continuation high school-specific conferences. For additional support in their profession, all first and second-year teachers throughout the district participate in the MUHSD Teacher Induction program, a state-funded, standards-based program that provides support through mentoring, training, and evaluation. Additional staff development is provided by our Instructional Coach, administration coaching of teachers, and learning walks that highlight peer observations between teachers.