

Independence High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

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.

2021-22 School Contact Information

School Name	Independence High School
Street	1900 "G" Street
City, State, Zip	Merced, CA. 95340
Phone Number	(209) 325-1602
Principal	Nicole Rose
Email Address	nrose@muhsd.org
School Website	www.ihs.muhsd.org
County-District-School (CDS) Code	24-65789-2430049

2021-22 District Contact Information

District Name	Merced Union High School District
Phone Number	209.325-2020
Superintendent	Alan Peterson
Email Address	apeterson@muhsd.org
District Website Address	www.muhsd.org

2021-22 School Overview

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

2021-22 School Overview

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,

Nicole Rose
Principal, Independence High School

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

2021-22 School Overview

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), DRC (District Reporting 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	9
Grade 11	19
Grade 12	46
Total Enrollment	75

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	61.3
Male	38.7
Asian	1.3
Black or African American	2.7
Hispanic or Latino	66.7
Native Hawaiian or Pacific Islander	1.3
White	26.7
English Learners	1.3
Foster Youth	4
Homeless	9.3
Socioeconomically Disadvantaged	89.3
Students with Disabilities	28

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.8	11.4	373.3	71.6	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	16.2	3.1	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.8	39.3	7.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.1	85.1	54.4	10.4	12115.8	4.4
Unknown	0.1	2.4	37.9	7.3	18854.3	6.9
Total Teaching Positions	7.1	100.0	521.3	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	6.1
Total Out-of-Field Teachers	6.1

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

2020 September

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9 HMH California Collections 9 (Adopted 2016) English 10 (H) HMH California Collections 10 (Adopted 2016) English 11 HMH California Collections 11 (Adopted 2016) Literacy, Advocacy & Public Service HMH California Collections 11 (Adopted 2016) AP English Language NA ERWC ERWC provided AP English Literature Thomson Perrine's Literature Film Composition & Literature (Eng12) Novels ELD 1 Hampton Brown Edge A (Adopted 2010) ELD 2 Hampton Brown Edge A (Adopted 2010) ELD 3 Hampton Brown Edge B (Adopted 2010) ELD 4/5 Hampton Brown Edge C (Adopted 2010) Strategic English Binders/copies (Adopted 2010) Intensive English Hampton Brown Edge A (Adopted 2010)	Yes	0.0
Mathematics	Intro to Integrated Math Carnegie (Adopted 2021) Integrated Math A Carnegie (Adopted 2021) Integrated Math B Carnegie (Adopted 2021) Integrated Math 1 Carnegie (Adopted 2021) Integrated Math 2 Carnegie (Adopted 2021) Integrated Math C Carnegie (Adopted 2021) Integrated Math D Carnegie (Adopted 2021) Integrated Math 2 Advanced Carnegie (Adopted 2021) Integrated Math 3 Carnegie (Adopted 2021) Integrated Math 3 Advanced Carnegie (Adopted 2021) PreCalculus (& H) Larson & Hostetler Precalculus with Limits (Adopted 2016)	Yes	0.0

	<p>AP Calculus AB Key Cur Press Calculus Concepts & HMH Calculus of a Single Variable (Adopted 2016)</p> <p>AP Calculus BC Brooks/Cole Calculus (Adopted 2016)</p> <p>AP Statistics Freeman Practices of Statistics & Prentice Hall Stats: Modeling the World (Adopted 2016)</p> <p>Statistics & Probabilities Freeman Basic Practices for Statistics (Adopted 2016)</p> <p>Preparing for College Math MUHSD Preparing for College Math (Adopted 2016)</p> <p>Financial Algebra Cengage Financial Algebra (Adopted 2016)</p>		
Science	<p>Life Science, Prentice Hall 2009 (Adopted 2008)</p> <p>Environmental Science, Holt, Rinehart, Winston 2006 (Adopted 2009)</p> <p>Biology, Pearson Education 2002 (Adopted 2002)</p> <p>Chemistry, Pearson Education 2002 (Adopted 2002)</p> <p>Modern Earth Science, Holt 2002 (Adopted 2002)</p> <p>Physics: Principles and Problems, Glencoe 2002 (Adopted 2002)</p> <p>Anatomy & Physiology</p> <p>Elsevier/Mosby The Human Body in Health</p> <p>Animal Anatomy & Physiology Delmar</p> <p>Introduction to Veterinary Science</p> <p>Biotechnology 1-2 Pearson</p> <p>Biotechnology, Introduction to</p> <p>Marine Biology H Prentice Hall</p> <p>Marine Biology an Ecological Approach</p> <p>Forensic Science Advanced Investigations Cengage: 2016</p>	Yes	0.0
History-Social Science	<p>Grade12: Economics Principles in Action Prentice Hall 2007 (Adopted 2007)</p> <p>Grade 11: CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007)</p> <p>Grade 11: CA American Anthem Holt, Rinehart & Winston 2007 (Adopted 2007)</p> <p>Grade 12: Lanahan Readings in the American Polity Lanahan Publishers 2007 (Adopted 2007)</p> <p>Grade 12: Government by the People, Pearson Education 2006 (Adopted 2007)</p> <p>Grade 12: Magruder's American Government, Prentice Hall 1999 (Adopted 1999)</p> <p>Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 1999</p> <p>Grade 10: World History the Modern World 2007</p> <p>Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 2003 (Adopted 2004)</p> <p>Grade 10: Modern World History, West Publishing 1999, (Adopted 2005)</p> <p>Grade 9: World Geography, Prentice Hall 2005 (Adopted 2006)</p> <p>Grades 9-12: Why Women Should Rule the World, HARP 2008 (BCHS)</p> <p>Grades 10-12 History of the Sierra Nevada, Laws Field Guide to the Sierra Nevada, and Sierra Nevada Natural History (GVHS)</p>	Yes	0.0
Foreign Language	<p>Grades 9-12: Hmong Arts, Books & Crafts (Adopted 2008)</p> <p>Grades 9-12: Santillana USA 2007 (Adopted 2007)</p>	Yes	0.0

	<p>Grades 9-12: Nuevas Vistas, Holt, Rinehart & Winston 2006 (Adopted 2006)</p> <p>Grades 9-12: Diccionario, Larousse (Continental Book Company) 1994 (Adopted 1997)</p> <p>Grades 9-12: Punjabi (Adopted 2006)</p> <p>Grades 9-12: Buen Viaje, Glencoe/McGraw Hill (Adopted)</p> <p>Grades 9-12: Discovering French Bleu, McDougal/Littell - 2004 (Adopted 2005)</p>		
Health	Grade 9: Health, Prentice Hall - 2007 (New Edition 2008)	Yes	0.0
Visual and Performing Arts	<p>Grades 10-12: Understanding Movies, Prentice Hall 2008 (Adopted 2007)</p> <p>Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999)</p> <p>Grades 9-12: The Photographic Eye: Learning to See with a Camera, Davis Publications 1995</p> <p>Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000)</p> <p>Grades 9-12: Foundations of Restaurant Management and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS)</p>	Yes	
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment: IHS provides an adequate supply of lab equipment for its students.	Yes	0.0

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.

Year and month of the most recent FIT report

September 27, 2021

System Inspected

Rate

Rate

Rate

Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Replace carpet in office
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	27	11	40.74	59.26	27.27
Female	17	6	35.29	64.71	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	14	6	42.86	57.14	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	11	4	36.36	63.64	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	7	41.18	58.82	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	24	11	45.83	54.17	0.00
Female	15	6	40.00	60.00	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	6	46.15	53.85	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	7	46.67	53.33	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	5.56	N/A	20.63	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	37	54.41	45.59	5.56
Female	42	24	57.14	42.86	4.35
Male	26	13	50.00	50.00	7.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	51	27	52.94	47.06	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	15	9	60.00	40.00	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	25	54.35	45.65	4.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	9	45.00	55.00	--

2020-21 Career Technical Education Programs

Independence High School does not currently offer any CTE courses due to credentialing. None of the current IHS teachers have a CTE credential in order to teach a CTE course. If an IHS student is on-track, then they can take a CTE course at their home site with a fully credentialed CTE teacher.

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: Ed Palomino, West Air Gas

Breanne Ramos, Merced Farm Bureau

Jay Sousa, Photographer

Gwen Hagaman, Marketing Consultant

Kathleen Lassle, Program Compliance Manager for Webcor Builders

Lisa Vigil, Field & Marketing Representative for Carpenters Local Union 152

Scott Lewis, District Coordinator for Carpenters Training Committee

Brian Teague, Labors Relations Representative for Liuna

David Marvulli, Construction Owner for DMC Construction

Terry Rolfe, Construction Owner Phase 3 Construction

Kevin Kennedy, Pres.of Valley Business Center

Nancy Deavours, President/CEO Merced School EFCU

Ana Boyenga, Assistant Superintendent of Atwater Elementary School District.

Brent Jerner, CEO APG Solar

Kahri Boykin, MUHSD Teacher

Dena Traina, Civil Engineer, Provost & Pritchard Consulting Group

Marisol Duran, Abercrombie and Fitch Company

Leslie Abasta-Cummings, CEO of Livingston Community Health

Dr. Thelma Hurd, UC Merced Director, Medical Education

Sara Hill & Robyn Donovan, El Capitan Hotel (JDV Hotels)

John Livria, Vice President of Focus Publishing

Anthony Thomas, Converge One

Brenda Reyna, Merced Superior Courtroom Clerk (Supervisor)

Mickey Brunelli, Fire Battalion Chief

Harry Dhaliwal, Service Manager for Interstate Trucking

Barbara Tanzillo, Community Member

Michelle Symes, MCOE Director of Student Support

Lily Pulido, CTE Pathway Coordinator

Greg Soto, Dean of Student Services

Jennifer Sousa, Adjunct Counselor

Student, AHS (Name Redacted) Student

Student, LHS (Name Redacted) Student

Student, MHS (Name Redacted) Student

Jannette McAuley, Program Administrator

Kimberly Zamudio, Educational Services Program Administrative Assistant

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	43
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

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	94.32
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents and guardians are encouraged to be partners in their child's academic progress through online access to aeries gradebook and Edmentum, the online instructional platform used and to communicate with counselors and teachers as needed. Emails and dialers go out communicating school activities, assessments and attendance reporting. 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) also provides a variety of helpful resources and information for parents, students, and community members.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	22.9	18.5	13.2	4.0	3.2	3.7	9.0	8.9	9.4
Graduation Rate	71.4	74.1	76.5	94.2	95.2	94.6	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	68	52	76.5
Female	41	35	85.4
Male	27	17	63.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	52	38	73.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	13	11	84.6
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	15	13	86.7
Socioeconomically Disadvantaged	66	50	75.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	23	17	73.9

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	133	121	72	59.5
Female	82	77	46	59.7
Male	51	44	26	59.1
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	4	4	3	75.0
Filipino	0	0	0	0.0
Hispanic or Latino	89	83	47	56.6
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	2	2	2	100.0
White	33	27	17	63.0
English Learners	7	5	3	60.0
Foster Youth	7	4	2	50.0
Homeless	7	7	5	71.4
Socioeconomically Disadvantaged	121	109	66	60.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	33	20	60.6

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	3.43	0.34	3.47	0.20
Expulsions	0.00	0.00	0.46	0.03	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.26	2.45
Expulsions	0.00	0.57	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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. Each liaison is equipped with a two-way radio and First Aid supplies. YHS also employs a School Resource Officer from the Merced Police Department who is on campus daily. 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 2021-2022 safety plan at the meeting on Oct. 7, 2021. 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	33		
Mathematics	2	18		
Science	2	26		
Social Science	2	45		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	44		
Mathematics	2	29		
Science	2	35		
Social Science	2	56		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	60		
Mathematics	1	23		
Science	2	38		
Social Science	2	63		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,447.74	\$1,430.49	\$13,017.25	\$90,111.62
District	N/A	N/A	\$11,815	\$71,758.59
Percent Difference - School Site and District	N/A	N/A	9.7	22.7
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	42.6	-2.3

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,336	\$54,687
Mid-Range Teacher Salary	\$82,164	\$92,222
Highest Teacher Salary	\$105,121	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$0	\$145,785
Average Principal Salary (High)	\$144,903	\$162,322
Superintendent Salary	\$206,468	\$258,950
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

Currently, our professional development plan has centered around going back to the basics for lesson planning to help reacclimate our students to in-person learning. The main area of focus has been our district's "MUHSD Must Haves," which are 6 instructional components that every lesson should contain. These include: a standards-based objective, student voice, rigor at DOK 2 or higher, 4C's, checking for understanding, and closure. Other topics of professional development include technology as students are 1:1. Integration of technology, its effective use by staff and students as a tool with which to access information and engage in rigorous tasks, critical thinking, and problem-solving tasks will continue to be a focus. 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 at coming back to in-person learning. Also, we utilized our Instructional Leadership Team for their input and experience to help plan the PD schedule for the year. Professional development has been delivered via zoom and in-person during the year. Trainings are done once a month during our "Professional Learning" Wednesday collaboration time. Our ILT members lead these trainings with topics focused on ways to increase student engagement, build relationships with students, and special populations.

Additional professional development is delivered in 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	5

Merced Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Merced Union High School District
Phone Number	209.325-2020
Superintendent	Alan Peterson
Email Address	apeterson@muhsd.org
District Website Address	www.muhsd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2695	2417	89.68	10.32	46.07
Female	1330	1205	90.60	9.40	53.06
Male	1364	1212	88.86	11.14	39.13
American Indian or Alaska Native	13	12	92.31	7.69	33.33
Asian	233	222	95.28	4.72	63.06
Black or African American	114	91	79.82	20.18	32.22
Filipino	19	18	94.74	5.26	77.78
Hispanic or Latino	1882	1691	89.85	10.15	41.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	24	85.71	14.29	47.83
White	398	352	88.44	11.56	60.29
English Learners	232	191	82.33	17.67	10.11
Foster Youth	19	11	57.89	42.11	27.27
Homeless	312	272	87.18	12.82	31.58
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1106	950	85.90	14.10	35.61
Students Receiving Migrant Education Services	63	49	77.78	22.22	27.08
Students with Disabilities	289	228	78.89	21.11	10.22

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2695	2421	89.83	10.17	19.86
Female	1329	1200	90.29	9.71	20.47
Male	1365	1221	89.45	10.55	19.26
American Indian or Alaska Native	13	12	92.31	7.69	8.33
Asian	233	223	95.71	4.29	30.18
Black or African American	114	93	81.58	18.42	11.11
Filipino	19	16	84.21	15.79	62.50
Hispanic or Latino	1882	1690	89.80	10.20	16.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	24	85.71	14.29	30.43
White	398	356	89.45		28.17
English Learners	232	187	80.60	19.40	2.19
Foster Youth	19	12	63.16	36.84	8.33
Homeless	312	270	86.54	13.46	12.88
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1106	948	85.71	14.29	12.57
Students Receiving Migrant Education Services	63	47	74.60	25.40	6.38
Students with Disabilities	290	228	78.62	21.38	2.64