

**Independence High School**  
**2021-2022 School Accountability Report Card**  
**(Published During the 2022-2023 School Year)**



# 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## 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.

## 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.

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

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

## 2022-23 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

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

## 2022-23 School Overview

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), 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.

Independence High School is comprised of full-time independent study (IHS) students and students concurrently enrolled "On

## 2022-23 School Overview

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 in Spring 2023.

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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	28
Grade 10	46
Grade 11	56
Grade 12	62
<b>Total Enrollment</b>	<b>192</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	64.1
Male	35.9
American Indian or Alaska Native	0.5
Asian	3.1
Black or African American	7.8
Filipino	0.0
Hispanic or Latino	65.6
Native Hawaiian or Pacific Islander	1.6
Two or More Races	0.5
White	19.3
English Learners	9.4
Foster Youth	1.0
Homeless	14.6
Migrant	2.1
Socioeconomically Disadvantaged	89.6
Students with Disabilities	17.7

### 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



## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.80	11.40	373.30	71.61	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	16.20	3.11	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.83	39.30	7.55	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	6.10	85.12	54.40	10.45	12115.80	4.41
<b>Unknown</b>	0.10	2.36	37.90	7.27	18854.30	6.86
<b>Total Teaching Positions</b>	7.10	100.00	521.30	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	6.10	
<b>Total Out-of-Field Teachers</b>	6.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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



## 2022-23 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

2022 December

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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) HMH Read 180 (Adopted 2022) ELD 1 Time Zones, Third Edition, National Geographic (Supplemental) ELD 2, World English, Third Edition, National Geographic (Supplemental) ELD 3, Perspectives, National Geographic (Supplemental) ELD 4, Perspectives, National Geographic (Supplemental) ELD 1-4 Fast ForWord, Carnegie (Supplemental)	Yes	0.0
<b>Mathematics</b>	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)	Yes	0.0

	<p>Integrated Math 2 Advanced Carnegie (Adopted 2021)  Integrated Math 3 Carnegie (Adopted 2021)  Integrated Math 3 Advanced Carnegie (Adopted 2021)  PreCalculus ( &amp; H) Larson &amp; Hostetler Precalculus with Limits (Adopted 2016)  AP Calculus AB Key Cur Press Calculus Concepts &amp; HMH Calculus of a Single Variable (Adopted 2016)  AP Calculus BC Brooks/Cole Calculus (Adopted 2016)  AP Statistics Freeman Practices of Statistics &amp; Prentice Hall Stats: Modeling the World (Adopted 2016)  Statistics &amp; Probabilities Freeman Basic Practices for Statistics (Adopted 2016)  Preparing for College Math MUHSD Preparing for College Math (Adopted 2016)  Financial Algebra Cengage Financial Algebra (Adopted 2016)</p>		
<b>Science</b>	<p>Life Science, Prentice Hall 2009 (Adopted 2008)  Environmental Science, Holt, Rinehart, Winston 2006 (Adopted 2009)  Biology, Pearson Education 2002 (Adopted 2002)  Chemistry, Pearson Education 2002 (Adopted 2002)  Modern Earth Science, Holt 2002 (Adopted 2002)  Physics: Principles and Problems, Glencoe 2002 (Adopted 2002)  Anatomy &amp; Physiology  Elsevier/Mosby The Human Body in Health  Animal Anatomy &amp; Physiology Delmar  Introduction to Veterinary Science  Biotechnology 1-2 Pearson  Biotechnology, Introduction to  Marine Biology H Prentice Hall  Marine Biology an Ecological Approach  Forensic Science Advanced Investigations Cengage: 2016  Discovery Education, Science (all courses with digital access)</p>	Yes	0.0
<b>History-Social Science</b>	<p>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 &amp; 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)</p>	Yes	0.0

	Grades 10-12 History of the Sierra Nevada, Laws Field Guide to the Sierra Nevada, and Sierra Nevada Natural History (GVHS)		
<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

## 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

October 14, 2022

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

**Overall Facility Rate**

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	30	N/A	41	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	2	N/A	13	N/A	33

## 2021-22 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.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	105	93	88.57	11.43	30.11
<b>Female</b>	75	67	89.33	10.67	29.85
<b>Male</b>	30	26	86.67	13.33	30.77
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	67	58	86.57	13.43	27.59
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	22	21	95.45	4.55	33.33
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	93	84	90.32	9.68	27.38
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 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.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	105	93	88.57	11.43	2.15
<b>Female</b>	75	67	89.33	10.67	1.49
<b>Male</b>	30	26	86.67	13.33	3.85
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	67	58	86.57	13.43	3.45
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	22	21	95.45	4.55	0.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	93	84	90.32	9.68	1.19
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	5.56	4.17	20.63	18.77	28.5	29.47

## 2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	136	121	88.97	11.03	4.17
<b>Female</b>	95	84	88.42	11.58	4.82
<b>Male</b>	41	37	90.24	9.76	2.7
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	85	78	91.76	8.24	2.56
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	30	26	86.67	13.33	3.85
<b>English Learners</b>	11	11	100	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	116	104	89.66	10.34	2.91
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	15	78.95	21.05	0

## 2021-22 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:

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 1 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  
Megan Mets and Kim Garner, 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  
Timothy Donovan, Merced College Instructor  
Autumn Gardia, Merced College Director of Special Projects and Grants  
Kathleen Kanemoto, Merced College Instructor  
Sukhraj Mehat, MUHSD Instructor  
Barbara Tanzillo, Community Member  
Michael Hammar, Native AMerican Representative  
Laurie Goodwin, Parent  
Michelle Symes, Parent  
Lily Pulido, CTE Pathway Coordinator  
Greg Soto, Dean of Student Services  
Bryan Tassej, Merced College, Dean of CTE  
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

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	183
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	

## 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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.49
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

## 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.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

## 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.



## 2022-23 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, dialers, and Parent Square notifications 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](http://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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		18.5	10		3.2	3.9		8.9	7.8
Graduation Rate		74.1	86.7		95.2	94.2		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	90	78	86.7
<b>Female</b>	57	48	84.2
<b>Male</b>	33	30	90.9
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	61	52	85.2
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	0	0	0.0
<b>White</b>	20	18	90.0
<b>English Learners</b>	11	9	81.8
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	21	19	90.5
<b>Socioeconomically Disadvantaged</b>	81	71	87.7
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	22	21	95.5

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	431	399	147	36.8
Female	273	253	97	38.3
Male	158	146	50	34.2
American Indian or Alaska Native	3	3	0	0.0
Asian	9	9	3	33.3
Black or African American	30	28	11	39.3
Filipino	1	1	1	100.0
Hispanic or Latino	297	273	105	38.5
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	1	1	1	100.0
White	77	72	22	30.6
English Learners	42	34	14	41.2
Foster Youth	8	8	4	50.0
Homeless	31	31	12	38.7
Socioeconomically Disadvantaged	376	348	129	37.1
Students Receiving Migrant Education Services	4	4	3	75.0
Students with Disabilities	69	63	17	27.0

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.34	3.01	0.20	3.17
Expulsions	0.00	0.00	0.03	0.70	0.00	0.07

## 2021-22 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

## 2022-23 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. IHS 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 2022-2023 safety plan at the meeting on September 29, 2022. The MUHSD school board approved the safety plan on October 12, 2022 at the monthly school board meeting. 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.

## 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		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	87		
Mathematics	3	54		
Science	4	50		
Social Science	3	77		

## 2021-22 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	0



## 2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.2

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	\$16,383.17	\$2,821.93	\$13,561.24	\$92,731.29
District	N/A	N/A	\$9,080	\$70,489.05
Percent Difference - School Site and District	N/A	N/A	39.6	27.3
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	69.1	-1.5

## 2021-22 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

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$55,947
Mid-Range Teacher Salary	\$82,164	\$90,080
Highest Teacher Salary	\$105,121	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$146,354	\$164,633
Superintendent Salary	\$212,662	\$261,984
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	5%	5%

## 2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Currently, our professional development plan has centered around preparing for our mid-year WASC visit. Topics covered during professional learning have included special populations of English learners and ELD strategies, training on a new math support platform, IXL, and creating new maxim statements for IHS. Our staff meets weekly on Monday afternoons and this time is utilized for trainings and professional development. Additionally, the creation of new maxims for IHS is a process that allows the staff to develop statements that truly capture the identity of IHS and what it means to be an IHS student using feedback from a survey taken by IHS parents, staff, and students.

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	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	5	5

**GENERAL INFORMATION**

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d) (1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(l), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

Below are suggested methods for evaluating various systems and areas:

**USER INSTRUCTIONS**

The FIT is comprised of three parts as follows:

**Part I, Good Repair Standard** outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

**Part II, Evaluation Detail** is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

<b>OK</b>	<b>No Deficiency - Good Repair:</b> Mark "OK" if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
<b>D</b>	<b>Deficiency:</b> Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
<b>X</b>	<b>Extreme Deficiency:</b> Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
<b>NA</b>	<b>Not Applicable:</b> If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

**Part III** includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

- **Gas** and **Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.

- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.

- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.

- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."

- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."

- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

\*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the inspector should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

When completing Part III of the FIT, the school district should be provided the opportunity to provide comments and utilize the Comments and Rating Explanation Section if needed.

## PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

### Gas Leaks

*Gas systems and pipes appear safe, functional, and free of leaks.*

Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

### Mechanical Systems

*Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:*

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

### Sewer

*Sewer line stoppage is not evident. Examples include but are not limited to the following:*

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

### Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

*Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:*

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

### Overall Cleanliness

*School grounds, buildings, common areas, surfaces, and individual rooms appear to have been*

- b. An area should appear to be clean with minimal dirt, dust, or buildup. Floors and carpets should appear to have been swept or cleaned within the last week. Light fixtures and all bulbs are working properly. Facilities area adequately stocked and odor free. (OK)

Part IIb (Optional) - The Cleanliness Detail worksheet may be used to evaluate the Overall Cleanliness of each area. Based on Part IIb, use the following to complete Part IIa:

The district may choose how to report maintenance and custodial staff. The district may report staffing at the site or district level. Staffing may be based on assigned staff or represented as Full-Time Equivalent increments.

- a. If 75.0 percent or more of the review is "Yes", the area should be rated clean (OK).
- b. If 50 - 74.9 percent of the review is "Yes", the area should be rated "Deficient (D)".
- c. If 49.9 percent or less of the review is "Yes", the area should be rated Extreme Deficiency (X)

1. Floors swept, vacuumed, and/or mopped. Free of spots stains, and build up.
2. Walls and Doors free of spots and grime.
3. Desk and Counters clean.
4. Furniture dusted and clean.
5. Baseboards and window sills dusted and clean.
6. Light fixtures clean.
7. Sink clean and drains working properly.
8. Trash cans are empty and clean. The ground is free of trash. Floors and furniture are free of gum and/or other food residue.
9. Windows are free from damage, clean, and in working condition.
10. Water fountains, including handles/buttons, are clean and in working condition.
11. Toilets and bathroom sinks are clean and in working condition.
12. Mirrors and Hand Dryers are clean, intact, and in working condition.
13. Bathroom supplies are stocked and in working condition.
14. Area is free of graffiti.
15. Landscaping - Maintained sufficiently to not hinder student and staff.

### Pest/Vermin Infestation

*Pest or vermin infestation are not evident. Examples include but are not limited to the following:*

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.

cleaned regularly. Examples include but are not limited to the following:

- a. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.

STATE OF CALIFORNIA

## FACILITY INSPECTION TOOL

### SCHOOL FACILITY CONDITIONS EVALUATION

(REV 04/22)

STATE ALLOCATION BOARD

OFFICE OF PUBLIC SCHOOL CONSTRUCTION

Page 4 of 7

#### Electrical (Interior and Exterior)

1. There is no evidence that any portion of the school has a power failure. (X)
2. Electrical systems, components, and equipment appear to be working properly. Examples include
  - a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
  - b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
  - c. Other
3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:
  - a. Lighting appears to be adequate.
  - b. Lighting is not flickering.
  - c. There is no unusual hum or noise from the light fixtures.
  - d. Other

#### Restrooms

*Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367:*

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, menstrual products, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

#### Sinks/Fountains (Inside and Outside)

*Drinking fountains appear to be accessible and functioning as intended.*

*Examples include but are not limited to the following:*

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

#### Fire Safety

*The fire equipment and emergency systems appear to be functioning properly.*

*Examples include but are not limited to the following:*

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)

- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
- e. Other

#### Structural Damage

*There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:*

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

#### Roofs (observed from the ground, inside/outside the building)

*Roof systems appear to be functioning properly. Examples include but are not limited to the following:*

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

#### Playground/School Grounds

*The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:*

#### Windows/Doors/Gates/Fences (Interior and exterior)

*Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:*

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is

- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

**Hazardous Materials (Interior and Exterior)**

*There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:*

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.

- a valid reason they should not function as designed.
- e. Doors are intact.
- f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- g. Gates and fences appear to be functional.
- h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
- i. Other



PART IIa: EVALUATION DETAIL

Date of Inspection: 10/14/22

School Name: Independence High School

Building / Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOODL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
<b>Admin.</b>	<b>800.00</b>	OK	OK	OK	OK	OK	OK	OK	N/A	N/A	OK	N/A	OK	OK	N/A	OK
		COMMENTS:														
<b>Restroom</b>	<b>400.00</b>	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	N/A	OK	OK	N/A	OK
		COMMENTS:														
<b>ASSETS Office</b>	<b>200.00</b>	OK	OK	OK	OK	OK	OK	OK	N/A	N/A	OK	N/A	OK	OK	N/A	OK
		COMMENTS:														
<b>Office 1</b>	<b>100.00</b>	OK	OK	OK	OK	OK	OK	OK	N/A	N/A	OK	N/A	OK	OK	N/A	OK
		COMMENTS:														
<b>Office 2</b>	<b>100.00</b>	OK	OK	OK	OK	OK	OK	OK	N/A	N/A	OK	N/A	OK	OK	N/A	OK
		COMMENTS:														
<b>Office 3 File Room</b>	<b>100.00</b>	OK	OK	OK	OK	OK	OK	OK	N/A	N/A	OK	N/A	OK	OK	N/A	OK
		COMMENTS:														
<b>Office 4</b>	<b>100.00</b>	OK	OK	OK	OK	OK	OK	OK	N/A	N/A	OK	N/A	OK	OK	N/A	OK
		COMMENTS:														
<b>Office 5</b>	<b>100.00</b>	OK	OK	OK	OK	OK	OK	OK	N/A	N/A	OK	N/A	OK	OK	N/A	OK
		COMMENTS:														
<b>Office 6</b>	<b>100.00</b>	OK	OK	OK	OK	OK	OK	OK	N/A	N/A	OK	N/A	OK	OK	N/A	OK
		COMMENTS:														
<b>Office 7</b>	<b>100.00</b>	OK	OK	OK	OK	OK	OK	OK	N/A	N/A	OK	N/A	OK	OK	N/A	OK
		COMMENTS:														
<b>Office 8</b>	<b>100.00</b>	OK	OK	OK	D	OK	OK	OK	N/A	N/A	OK	N/A	OK	OK	N/A	OK
		COMMENTS:														
<b>District's Plan to Address:</b>																
<b>Deficiencies Noted in Prior Year?</b>																

Use additional Building/Area Lines as necessary.

**Marks:**

- OK = Good Repair
- D = Deficiency
- X = Extreme Deficiency
- N/A = Not Applicable

PART IIb: CLEANLINESS DETAIL

Date of Inspection: \_\_\_\_\_

School Name: \_\_\_\_\_

NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: \_\_\_\_\_

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Rating			
		Floors	Walls & Doors	Desks & Counters	Furniture	Baseboards /Window Sill	Light Fixtures	Sinks	Trash / Refuse	Windows	Water Fountains	Toilets	Mirrors & Hand Dryers	Bathroom Supplies	Graffiti	Landscaping				
																		Total Yes/No	Yes	% Yes
																		0	0	0.0%
		COMMENTS:																		
																		0	0	0.0%
		COMMENTS:																		
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																		0	0	0.0%
		COMMENTS:																		
<b>District's Plan to Address:</b>																				
<b>Deficiency Noted in Prior Year?</b>																				

Use additional Building/Area Lines as necessary.

Marks:

Yes = Clean  
 No = Not Clean  
 N/A = Not Applicable

\*This button will transfer the Rating in Excel column R from this page to FIT's column 5 on the Evaluation Detail page, for each Building / Area. It will overwrite existing data (in the Cleanliness column) for the Building Area / Name.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION <b>Merced Union High School District</b>		COUNTY <b>Merced</b>	
SCHOOL SITE <b>Independence High School</b>		SCHOOL TYPE (GRADE LEVELS) <b>9-12</b>	NUMBER OF CLASSROOMS ON SITE: <b>7</b>
INSPECTOR'S NAME <b>Darlene Tapetillo</b>		NUMBER OF RESTROOMS ON SITE: <b>1</b>	
INSPECTOR'S TITLE <b>Head Night Lead Custodian</b>		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET) <b>Time- 4:00 pm</b>		SITE ENROLLMENT	
TOTAL ESTIMATED SITE SQUARE FOOTAGE /ACREAGE:		WEATHER CONDITION AT TIME OF INSPECTION <b>Sunny</b>	
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE:			

**PART III: CATEGORY TOTALS AND RANKING** (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
11	Number of "OK"s:	11	11	11	9	11	11	11	1	1	11	0	11	11	0	11
	Number of "D"s:	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	0	10	10	0	11	0	11	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s")		100.00%	100.00%	100.00%	81.82%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%
<b>Total Percent per Category</b> (average of above)		100.00%			81.82%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%
<b>Rank (Circle one)</b> GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD		GOOD

\*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

<b>OVERALL RATING:</b>	<b>DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE</b> →	<b>97.73%</b>	<b>SCHOOL RATING**</b> →	<b>GOOD</b>
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\*\*For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75 %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

**INSPECTOR'S COMMENTS AND RATING EXPLANATION:**

**DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):**

When completing Part III of the FIT, the inspector should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize t