



# Independence High School

617 North Jackson Avenue • San Jose, CA, 95133-1703 • 408.928.9500 • Grades 9-12

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### East Side Union High School District

830 N. Capitol Avenue  
San Jose, CA 95133  
(408) 347-5000  
www.esuhsd.org

#### District Governing Board

Lan Nguyen

**Board President**

Van T. Le

**Board Vice President**

J. Manuel Herrera

**Board Clerk**

Pattie Cortese

**Board Member**

Lorena Chavez

**Board Member**

#### District Administration

Chris D. Funk

**Superintendent**

Teresa Marquez

**Associate Superintendent**

**Educational Services**

Chris Jew

**Associate Superintendent**

**Business Services**

Glenn Vander Zee

**Associate Superintendent**

**Human Resources**

### School Description

Our school slogan is - Where students find their passion, purpose, and path.

Our vision is the following - Independence High School is an intercultural community that provides students with rich opportunities for personal and academic growth while embracing diversity, belonging, and open access for all.

OUR GUIDING PRINCIPLES are the following -

Equity. We address inequities and direct resources to meet every student's needs.

Community. We cultivate a relationship-centered community where every student and adult feels a sense of connection and belonging.

Mastery. We empower students toward mastery through a solid foundation of skills and knowledge for ongoing growth and a successful future.

Independence High School boasts just over 2,800 students on 105 acres. Our school is home to several academies in addition to our elective options for all students. Our academies are centered around STEAM, Teaching, and Finance, as well as having dance, band, orchestra, drama, construction, auto/transportation, and AVID programs. We have added many new Advanced Placement courses and are incorporating the 5-C's into the teaching and learning on campus so that all students will be college and career ready upon graduation. Through a grant from Goodwill we are able to provide an extensive after-school program that includes a variety of types of academic tutoring, physical fitness, and artistic engagement; and is accompanied by a full, hot meal for students. We continue to host very diverse and successful athletic teams and many school clubs, including those devoted to honoring the cultures of those who live in our area. Independence High School is a cultural center and a gem on the east side of San Jose. Despite distance learning, we have been able to maintain our sense of community and unique identity as an educational institution.

## About the SARC

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

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

### 2019-20 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 9                 | 716                |
| Grade 10                | 725                |
| Grade 11                | 735                |
| Grade 12                | 703                |
| <b>Total Enrollment</b> | <b>2,879</b>       |

### 2019-20 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 2                           |
| American Indian or Alaska Native    | 0.1                         |
| Asian                               | 40.6                        |
| Filipino                            | 18                          |
| Hispanic or Latino                  | 32.3                        |
| Native Hawaiian or Pacific Islander | 1.4                         |
| White                               | 3.4                         |
| Two or More Races                   | 2.1                         |
| Socioeconomically Disadvantaged     | 51.3                        |
| English Learners                    | 17.7                        |
| Students with Disabilities          | 7.7                         |
| Foster Youth                        | 0.1                         |
| Homeless                            | 0.3                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials for Independence High   | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential                        | 118.7 | 115.5 | 123.3 |
| Without Full Credential                     | 6     | 6     | 8     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |

| Teacher Credentials for East Side Union High | 18-19 | 19-20 | 20-21 |
|--|-------|-------|-------|
| With Full Credential                         | ♦     | ♦     | 912.1 |
| Without Full Credential                      | ♦     | ♦     | 32.1  |
| Teaching Outside Subject Area of Competence  | ♦     | ♦     | 0     |

### Teacher Misassignments and Vacant Teacher Positions at Independence High School

| Indicator                     | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners  | 0     | 0     | 0     |
| Total Teacher Misassignments* | 0     | 0     | 0     |
| Vacant Teacher Positions      | 1     | 0     | 0     |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)**

Independence High School utilizes textbooks and instructional materials approved and adopted through our IPC. These materials most directly support standards-based teaching aligned with common core teaching.

**Textbooks and Instructional Materials**

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

| Core Curriculum Area                | Textbooks and Instructional Materials/Year of Adoption  |
|-------------------------------------|---|
| <p><b>Reading/Language Arts</b></p> | <p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002<br/>                     English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002<br/>                     English 3 – MyPerspectives: American Literature//Pearson<br/>                     ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013<br/>                     AP Composition and Language-- The Norton Reader<br/>                     AP Composition and Literature--The Intro to Literature</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/> <b>Percent of students lacking their own assigned textbook:</b> 0%</p>   |
| <p><b>Mathematics</b></p>           | <p>CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016<br/>                     CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016<br/>                     CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016<br/>                     Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012<br/>                     AP Calculus AB - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010<br/>                     AP Calculus BC - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010<br/>                     AP Statistics - The Practice of Statistics, 4th ed: Freeman; 2010<br/>                     Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016<br/>                     AP Computer Science A - Online materials<br/>                     Mathematical Reasoning with Connections - MRWC materials</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/> <b>Percent of students lacking their own assigned textbook:</b> 0%</p>   |
| <p><b>Science</b></p>               | <p>NGSS Biology - The Living Earth -- STEMscopes, eTextbook and Web-based resources (through Dec 2020), CK-12 eTextbook (pilot)<br/>                     NGSS Chemistry in Earth's System – STEMscopes, eTextbook and Web-Based resources (through Dec 2020), CK-12 eTextbook (pilot)<br/>                     NGSS Physics of the Universe - STEMscopes Physics in the Universe, Web- Based eTextbook and resources (through Dec 2020), CK-12 eTextbook (pilot)<br/>                     A Hands on Introduction to Forensic Science 2014<br/>                     AP Biology- Campbell AP Biology In Focus 1st edition- Prentice Hall 2004<br/>                     AP Chemistry- Chemistry The Central Science- Brown &amp; Lemay<br/>                     AP Physics 1 and 2- Physics AP- Cutnell and Johnson , Wiley 2012<br/>                     AP Environmental Science- Living In The Environment- Miller/Spoonman - Cengage 2015<br/>                     AP Physics C- Physics with MOD Physic for Scientists and Engineers- Knight / Pearson 2013<br/>                     Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002<br/>                     Marine Biology - Marine Science - AMSCO 2004<br/>                     Living Earth Essentials - STEMscopes, eTextbook and Web-based resources (through Dec 2020), CK-12 eTextbook (pilot)<br/>                     Physical Science Essentials - STEMscopes, eTextbook and Web-based resources (through Dec 2020), CK-12 eTextbook (pilot)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/> <b>Percent of students lacking their own assigned textbook:</b> 0%</p> |

| Core Curriculum Area                | Textbooks and Instructional Materials/Year of Adoption  |
|-------------------------------------|---|
| <b>History-Social Science</b>       | World History – “Modern World History” McDougal-Littell 2003<br>US History – “The American Vision” Glencoe/McGraw Hill 2006<br>American Government – “Government Alive! Power, Politics and You” TCI 2014<br>Economics – “Econ Alive! The Power to Choose” TCI 2015<br>AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018<br>AP US History - "America's History for the AP Course" Bedford 2014<br>AP Government - "Government in America" Pearson Learning 2014<br>AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014<br>AP Human Geography - "The Cultural Landscape: An Introduction" Prentice Hall 2014<br>AP Psychology - "Psychology for AP" Worth 2015<br>World Geography - "Geography Alive!" TCI 2011<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0% |
| <b>Foreign Language</b>             | Textbooks and Instructional Materials in use are standards aligned and officially adopted<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%   |
| <b>Health</b>                       | Textbooks and Instructional Materials in use are standards aligned and officially adopted<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%   |
| <b>Visual and Performing Arts</b>   | Textbooks and Instructional Materials in use are standards aligned and officially adopted<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%   |
| <b>Science Laboratory Equipment</b> | Science labs are adequately equipped<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%  |

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

#### Cleaning Process and Schedule

The district’s Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which 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 floors systems.

#### Age of School Buildings

Although the main school campus was constructed in 1976, most building have since been renovated or on track to be renovated.

#### Modernization Projects

The renovated theater returned to use by Independence High School in December, 2015. This boosts our performing arts program, which has been a cornerstone of our school for decades. A new Visual Arts Center was opened in 2016. The N-1 front office and health clinic, as well as the N-2 counseling center and tutorial/student-innovation spaces are proving to be very effective ways for students and parents to seek and receive the help that they need.

During the 2004-2006 school year, local Measure A and Measure G funds and state matching funds were used to renovate existing facilities. The remodeling of the main gym was completed. In addition, the district has made every effort to renovate and comply with Title IV requirements. Independence has completed the renovation of the girl’s and boy’s locker rooms bringing them to ADA and Title IV standards. During the 2011-13 school years with the help of the remaining Measure G funds and additional funding from Measure E, our Olympic sized racing and diving pool have been upgraded, including a new filter system, diving boards and ADA lift. The Jim Plunkett/Lee Evans International Sports Stadium had new turf installed, and the track was repaved. In addition, new sod has been installed in all of main fields. Future projects include a new visual arts complex, state of the art administration building and a renovated performing arts center. Technology continues to be a major focus for Independence. Monies will be dedicated to upgrading the computers and adding mobile labs. The entire campus is now wireless.

The campus is awaiting the dispersal of our Measure Z funds with renovations approved by our School Site Council at that time.

**School Facility Good Repair Status (Most Recent Year)**

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

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

**Year and month in which data were collected: Sept. 2020**

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned   |
|--|---------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | Good          |   |
| <b>Interior:</b><br>Interior Surfaces                                      | Good          | Found signs of old roof leaks, site replacing ceiling tiles to confirm that repairs are holding. Paint in girls locker room peeling, M&O scraped and painted. |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | Good          |   |
| <b>Electrical:</b><br>Electrical   | Good          |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Good          | C building restrooms partitions in poor condition, paint and minor repairs needed. M&O team addressing. Water heater in C Commons found leaking, replaced.    |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          | A few classrooms had blocked fire extinguishers. Site correcting. Propane tank found stored indoors, site relocated.  |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          | Found weeds throughout campus, site addressing.   |
| <b>Overall Rating</b>  | <b>Good</b>   |   |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

#### Grades Three through Eight and Grade Eleven

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

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 67           | N/A          | 59             | N/A            | 50          | N/A         |
| Math    | 44           | N/A          | 39             | N/A            | 39          | N/A         |

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

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

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

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

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 36           | N/A          | 30             | N/A            | 30          | N/A         |

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

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

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5           | N/A    | N/A    | N/A    |
| 7           | N/A    | N/A    | N/A    |
| 9           | N/A    | N/A    | N/A    |

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2020-21)

Our Parent Center fosters a collaborative relationship between students, families, and our school. It provides resources and monthly workshops for parents and guardians to ensure academic achievement and success in school and in life. Parents are invited to participate in the English Learner Advisory Committee (ELAC), School Site Council (SSC), and our Coffee with the Principal series. In these ways parents can effect school policy and the use of public funds in ways that most positively impact their students. SSC meets in the N administration building at 5:30, on the first Tuesday of each month while school is in session. Voting members are elected annually, and all parents are able to self nominate and run, but meetings are open to the public, and public discussion is encouraged. We are always looking to increase the avenues of parent involvement, and are eager to hear from any parent who would like a greater role in their child's education. We also have parental workshops hosted by our Academic Counselors and Parent Community Involvement Specialist and parental empowerment conferences hosted by the district.

Parent & Community Involvement Specialist Maggie Rodriguez is eager to engage parents, assure online SchoolLoop access, and to increase participation of parents in ways that positively effect students. She can be emailed at [Rodriguezm@esuhsd.org](mailto:Rodriguezm@esuhsd.org), or called at (408) 928-9541.



**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.

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

Independence has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. This plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the Independence Safety Committee and reviewed by the District Safety Committee before it is presented to the East Side Union High School District Board of Trustees for adoption. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed and the results are communicated to all staff.

The Independence Safety Committee meets on a monthly basis to review safety data and to discuss solutions to potential safety problems. The committee assesses progress made on the annual goals and decides what the goals should be for the following year. Following the currently-approved 2020-21 Safety Plan Annual Goal Assessment, our 2020-21 Safety Goals are to:

1. During the 2020-2021 school year, Independence High School will increase the attendance rate to 97.5%
2. During the 2020-2021 school year, Independence High School will increase the restorative justice practices with at least 75% of the students involved in discipline issues.
3. During the 2020-2021 school year, Independence High School will maintain a safe and collaborative campus environment, together with our Charter partners. By June 2021, IHS will reduce the number of serious and severe student events between IHS and neighboring Charter School students by 10%.

Admittedly, these safety goals were developed prior to the COVID-19 pandemic which has greatly impacted all campus activity.

**Suspensions and Expulsions**

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

| Rate        | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 3.6            | 4.6            | 3.6              | 3.4              | 3.5           | 3.5           |
| Expulsions  | 0.0            | 0.0            | 0.1              | 0.0              | 0.1           | 0.1           |

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

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

| Rate        | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 4              | 3                | 2.5           |
| Expulsions  | 0.1            | 0.04             | 0.05          |

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

**D. Other SARC Information**

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

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

| Title               | Ratio |
|---------------------|-------|
| Academic Counselor* | 411.3 |

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

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

| Title   | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 7                                    |
| Library Media Teacher (Librarian)                   | 0.5                                  |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist  |                                      |
| Social Worker                                       | 1                                    |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                  |                                      |
| Resource Specialist (non-teaching)                  |                                      |
| Other   | 4.6                                  |

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

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

| Subject        | 2017-18            | 2017-18                 | 2017-18                  | 2017-18                | 2018-19            | 2018-19                 | 2018-19                  | 2018-19                | 2019-20            | 2019-20                 | 2019-20                  | 2019-20                |
|----------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
|                | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| English        | 26                 | 27                      | 91                       | 9                      | 26                 | 34                      | 80                       | 8                      | 27                 | 24                      | 75                       | 19                     |
| Mathematics    | 27                 | 21                      | 54                       | 26                     | 29                 | 12                      | 59                       | 23                     | 30                 | 12                      | 43                       | 37                     |
| Science        | 28                 | 14                      | 62                       | 18                     | 29                 | 11                      | 56                       | 22                     | 31                 | 11                      | 39                       | 37                     |
| Social Science | 27                 | 16                      | 59                       | 16                     | 28                 | 12                      | 56                       | 20                     | 29                 | 13                      | 44                       | 30                     |

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

**Professional Development (Most Recent Three Years)**

| Measure   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 20      | 21      | 34      |

For the 2020-21 school year, the Independence High School Professional Development Team continues to meet, plan, and deliver a variety of collaborative and learning-opportunities to help drive instruction firmly toward common core practice. Much of our collaboration time is being used to support staff as we move through distance learning during a global pandemic. Additional professional developments are offered through the district and we have a number of staff members attending various conferences relevant to their subject areas, culturally responsive practices, and content delivery.

**FY 2018-19 Teacher and Administrative Salaries**

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$58,291        | \$52,670                                     |
| Mid-Range Teacher Salary      | \$95,712        | \$89,660                                     |
| Highest Teacher Salary        | \$118,115       | \$112,761                                    |
| Average Principal Salary (ES) |                 |  |
| Average Principal Salary (MS) |                 | \$142,638                                    |
| Average Principal Salary (HS) | \$149,107       | \$158,074                                    |
| Superintendent Salary         | \$292,671       | \$250,285                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 32.0            | 32.0   |
| Administrative Salaries    | 3.0             | 5.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

| Level       | Total   | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | \$9,720 | \$1,627    | \$8,093      | \$95,874.27            |
| District    | N/A     | N/A        | \$8,318      | \$94,375               |
| State       | N/A     | N/A        | \$7,750      | \$90,287               |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -2.7         | 1.6                    |
| School Site/ State   | 4.3          | 6.0                    |

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

**Types of Services Funded**

School funds come from the state or federal government. Each school fund was created to address a certain student needs, and is based on the legislation that was passed to address that need. For example, Title I is intended to help the effects of poverty by giving additional support to their education. Title III is intended to support the achievement of English Learners and immigrant students. Each categorical fund has a formula for determining how it is allocated. Some are by enrollment (CBEDS) and some are by a characteristic of the student (if they receive free or reduced lunch, or if they are an English Learner). How these funds are disbursed at the school level is determined in the School Plan for Student Achievement which is approved initially by the Site Council and ultimately by the Board of Trustees.

Independence receives:

Title 1 Funds – These monies are used to ensure that all students have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency.

Local Control Accountability Program Funds - These funds are used to support additional programs and services for English Language Learners and economically disadvantaged students.

From these funds the following programs are being funded:

- Recovery Math program that is focused on students passing CCSS Math 1
- Supplemental Counseling Program for ninth grade, English Language Learners [ELL] and at-risk students
- Homework/Tutorial Center
- AVID program
- Multi-Service Team that provides a variety of direct counseling services to students and parent as well as referrals to social service agencies operated by Santa Clara County
- Academic counseling That concentrates on our Avid, ELD students, and Title One. Money has been allocated to the acquisition of student computers and related technologies (smart boards, document cameras, iPads, computers, software, etc.) that will be used by students or directly for students. Additional resource periods for instructional coaching to benefit students has also been implemented.

We are also recipients of a Goodwill ASSETs grant which funds after school tutoring and programs for students to keep them engaged on campus and safe in our community.

**State Priority: Pupil Engagement**

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

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

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

| Rate for Independence High School | 2016-17 | 2017-18 | 2018-19 |
|-----------------------------------|---------|---------|---------|
| Dropout Rate                      | 8.6     | 8       | 4.7     |
| Graduation Rate                   | 86.4    | 87.3    | 91.4    |

| Rate for East Side Union High School | 2016-17 | 2017-18 | 2018-19 |
|--------------------------------------|---------|---------|---------|
| Dropout Rate                         | 20.5    | 17.8    | 15.6    |
| Graduation Rate                      | 71.5    | 75.7    | 77.5    |

| Rate for California | 2016-17 | 2017-18 | 2018-19 |
|---------------------|---------|---------|---------|
| Dropout Rate        | 9.1     | 9.6     | 9       |
| Graduation Rate     | 82.7    | 83      | 84.5    |

**Career Technical Education Participation**

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | 906                       |
| % of pupils completing a CTE program and earning a high school diploma                                   | 27.3                      |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education |                           |

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

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission          | 97.71   |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 49.76   |

**2019-20 Advanced Placement Courses**

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         | 1                             | N/A                               |
| English                  | 7                             | N/A                               |
| Fine and Performing Arts | 1                             | N/A                               |
| Foreign Language         | 6                             | N/A                               |
| Mathematics              | 9                             | N/A                               |
| Science                  | 14                            | N/A                               |
| Social Science           | 13                            | N/A                               |
| All courses              | 51                            | 29.9                              |

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

**Career Technical Education Programs**

Independence High School offers courses intended to help students prepare for the world of work. These career technical education courses (CTE) are open to all students. In addition to the courses offered at Independence, junior and senior students also have the opportunity to participate in the Silicon Valley Career Technical Center (SV-CTE). The programs Independence offers are in the area of: Finance and Business, Information Technology, Teaching Academy, Automotive (Transportation) Technology, Electronics Academy, and Carpentry/Construction. With the focus on Common Core Standards there is heavy concentration on College-to-Career education.

**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.