

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

School Name	Independence High School
Street	617 North Jackson Avenue
City, State, Zip	San Jose, CA, 95133-1703
Phone Number	408-928-9500
Principal	Bjorn Berg
Email Address	BergBj@esuhsd.org
School Website	independence.esuhsd.org
County-District-School (CDS) Code	43694274330031

2022-23 District Contact Information

District Name	East Side Union High School District
Phone Number	(408) 347-5000
Superintendent	Glenn Vander Zee
Email Address	VanderzeeG@esuhsd.org
District Website Address	www.esuhsd.org

2022-23 School Overview

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 2,500 students on 105 acres. Our school is home to several California Partnership Academies, in addition to our elective options for all students. Our academies focus on 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. We are incorporating our Student Learning Outcomes (SIXER) 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 can provide an extensive after-school program that includes various 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	653
Grade 10	685
Grade 11	695
Grade 12	678
Total Enrollment	2,711

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.0
Male	52.0
American Indian or Alaska Native	0.2
Asian	36.2
Black or African American	2.0
Filipino	16.2
Hispanic or Latino	36.6
Native Hawaiian or Pacific Islander	1.1
Two or More Races	2.7
White	3.2
English Learners	20.7
Foster Youth	0.2
Homeless	0.6
Migrant	0.5
Socioeconomically Disadvantaged	48.7
Students with Disabilities	10.0

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	108.20	90.09	943.40	83.36	228366.10	83.12
Intern Credential Holders Properly Assigned	1.60	1.33	29.90	2.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.80	3.21	71.80	6.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.20	1.91	25.50	2.25	12115.80	4.41
Unknown	4.10	3.45	60.90	5.39	18854.30	6.86
Total Teaching Positions	120.10	100.00	1131.80	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	107.10	91.08	943.60	82.39	234405.20	84.00
Intern Credential Holders Properly Assigned	1.80	1.57	35.40	3.10	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	1.50	79.50	6.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.10	2.63	25.60	2.24	11953.10	4.28
Unknown	3.70	3.21	60.90	5.32	15831.90	5.67
Total Teaching Positions	117.60	100.00	1145.30	100.00	279044.80	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	2.80	1.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.80	1.70

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	1.80	2.00
Local Assignment Options	0.50	1.10
Total Out-of-Field Teachers	2.20	3.10

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.90	1.70
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.40	0.00

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

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.

Year and month in which the data were collected

November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1 – “The Language of Literature ” Grade 9 McDougal Littell 2002 English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 – MyPerspectives: American Literature//Pearson	Yes	0%

	ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2021 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature		
Mathematics	CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 Math Analysis – "Precalculus With Limits A Graphing Approach 8e" Cengage Learning 2020, 2015 AP Calculus AB - "Calculus 11e" Cengage Learning 2018, 2014 AP Calculus BC - "Calculus 11e" Cengage Learning 2018, 2014 AP Statistics - The Practice of Statistics, Updated 6th ed: BFW; 2020 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016 AP Computer Science A - Online materials Mathematical Reasoning with Connections - MRWC materials provided by CSU	Yes	0%
Science	NGSS Biology - The Living Earth -- CK-12 eTextbook NGSS Chemistry in Earth's System – CK-12 eTextbook NGSS Physics of the Universe - CK-12 eTextbook Forensic Science - A Hands-on Introduction to Forensic Science 2014 AP Biology- Campbell AP Biology In Focus 1st edition- Prentice Hall 2004 AP Chemistry- Chemistry The Central Science- Brown & Lemay AP Physics 1 and 2- Physics AP- Cutnell and Johnson, Wiley 2012 AP Environmental Science- Living In The Environment- Miller/Spoonman - Cengage 2015 AP Physics C- Physics with MOD Physic for Scientists and Engineers- Knight / Pearson 2013 Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002 Marine Biology - Marine Science - AMSCO 2004 Living Earth Essentials - CK-12 eTextbook Physical Science Essentials -CK-12 eTextbook	Yes	0%
History-Social Science	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe/McGraw Hill 2006 American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – "Econ Alive! The Power to Choose" TCI 2015 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014 AP Government - "Government in America" Pearson Learning 2014 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014	Yes	0%

	AP Human Geography - "AP Human Geography - "Human Geography for the AP Course " 2022 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011		
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Science Laboratory Equipment (grades 9-12)	Science labs are adequately equipped	Yes	0%

School Facility Conditions and Planned Improvements

Overview

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 re-paved. 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.

Year and month of the most recent FIT report

July 2022

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Found many classrooms with damaged ceiling tiles. Tickets created and spoke with site's Had Custodian to address.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	69	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	36	N/A	34	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
All Students	661	484	73.22	26.78	69.21
Female	311	230	73.95	26.05	72.17
Male	349	253	72.49	27.51	66.80
American Indian or Alaska Native	--	--	--	--	--
Asian	274	233	85.04	14.96	74.68
Black or African American	13	9	69.23	30.77	--
Filipino	120	93	77.50	22.50	70.97
Hispanic or Latino	207	116	56.04	43.96	55.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	13	76.47	23.53	69.23
White	22	16	72.73	27.27	87.50
English Learners	126	77	61.11	38.89	16.88
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	238	155	65.13	34.87	55.48
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	55	21	38.18	61.82	14.29

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
All Students	662	509	76.89	23.11	36.35
Female	311	244	78.46	21.54	32.79
Male	350	264	75.43	24.57	39.77
American Indian or Alaska Native	--	--	--	--	--
Asian	274	237	86.50	13.50	51.90
Black or African American	13	10	76.92	23.08	--
Filipino	121	99	81.82	18.18	31.31
Hispanic or Latino	207	129	62.32	37.68	13.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	14	82.35	17.65	35.71
White	22	16	72.73	27.27	43.75
English Learners	126	84	66.67	33.33	8.33
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	238	161	67.65	32.35	24.22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	55	24	43.64	56.36	0.00

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
Science (grades 5, 8 and high school)	NT	40.08	NT	37.64	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
All Students	1282	706	55.07	44.93	40.08
Female	610	339	55.57	44.43	37.46
Male	671	366	54.55	45.45	42.62
American Indian or Alaska Native	--	--	--	--	--
Asian	519	330	63.58	36.42	47.88
Black or African American	25	9	36	64	--
Filipino	244	125	51.23	48.77	44
Hispanic or Latino	386	187	48.45	51.55	24.6
Native Hawaiian or Pacific Islander	17	8	47.06	52.94	--
Two or More Races	41	24	58.54	41.46	45.83
White	46	23	50	50	47.83
English Learners	234	109	46.58	53.42	0.92
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	453	230	50.77	49.23	29.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	105	44	41.9	58.1	11.36

2021-22 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	892
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57
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	97.12
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	53.45

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	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	69%	83%	83%	81%	83%

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

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 affect school policy and the use of public funds in ways that most positively impact their students. SSC meets over zoom 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 increase participation of parents in ways that positively affect students. She can be emailed at Rodriguezm@esuhsd.org, or called at (408) 928-9541.

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		5.8	5.2		14.5	13.6		8.9	7.8
Graduation Rate		88.5	89.1		78.4	81.5		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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	633	564	89.1
Female	304	278	91.4
Male	329	286	86.9
American Indian or Alaska Native	--	--	--
Asian	246	238	96.7
Black or African American	13	11	84.6
Filipino	122	116	95.1
Hispanic or Latino	191	144	75.4
Native Hawaiian or Pacific Islander	11	11	100.0
Two or More Races	23	22	95.7
White	24	22	91.7
English Learners	128	93	72.7
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	387	327	84.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	64	44	68.8

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2909	2817	695	24.7
Female	1395	1349	344	25.5
Male	1513	1467	351	23.9
American Indian or Alaska Native	7	7	3	42.9
Asian	1037	1028	96	9.3
Black or African American	63	58	27	46.6
Filipino	456	452	73	16.2
Hispanic or Latino	1133	1070	442	41.3
Native Hawaiian or Pacific Islander	35	32	7	21.9
Two or More Races	78	77	19	24.7
White	96	92	28	30.4
English Learners	643	614	185	30.1
Foster Youth	10	9	8	88.9
Homeless	30	27	20	74.1
Socioeconomically Disadvantaged	1532	1475	484	32.8
Students Receiving Migrant Education Services	16	15	1	6.7
Students with Disabilities	314	299	160	53.5

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	3.97	2.87	2.45
Expulsions	0.10	0.03	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	0.03	4.16	0.03	3.41	0.20	3.17
Expulsions	0.00	0.24	0.00	0.08	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.16	0.24
Female	2.87	0.22
Male	5.35	0.26
American Indian or Alaska Native	0.00	0.00
Asian	1.06	0.10
Black or African American	25.40	3.17
Filipino	1.97	0.00
Hispanic or Latino	6.80	0.26
Native Hawaiian or Pacific Islander	2.86	0.00
Two or More Races	5.13	1.28
White	3.13	0.00
English Learners	5.60	0.16
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.74	0.46
Students Receiving Migrant Education Services	6.25	0.00
Students with Disabilities	12.42	0.32

2022-23 School Safety Plan

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 the students, staff, and parents determined. 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 monthly to review safety data and discuss solutions to potential safety problems. In addition, the committee assesses progress on the annual goals and decides what the goals should be for the following year. Following the currently-approved 2021-22 Safety Plan Annual Goal Assessment, our 2022-23 Safety Goals are to:

- 1: Improve the suspension rate to align with or under the District, County, and State rates.
- 2: Improve attendance rates, specifically Chronic Absenteeism rates, to be in alignment with or more significant than County and State rates.
- 3: Continue implementing and refining MTSS Tier 1 and Tier 2 strategies for Social/Emotional issues and behavior support.

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	27	24	75	19
Mathematics	30	12	43	37
Science	31	11	39	37
Social Science	29	13	44	30

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	26	29	81	7
Mathematics	29	12	47	32
Science	29	12	39	34
Social Science	28	15	46	28

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	26	29	80	4
Mathematics	27	21	53	19
Science	28	12	54	16
Social Science	29	14	46	24

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	387.29

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)	7.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	11.0

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	\$9,916	\$2,209	\$7,707	\$97,711
District	N/A	N/A	\$7,916	\$100,753
Percent Difference - School Site and District	N/A	N/A	-2.7	-3.1
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	15.6	3.7

2021-22 Types of Services Funded

School funds come from the state or federal government. Each school fund was created to address a specific student's needs and is based on the legislation 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 support additional programs and services for English Language Learners and economically disadvantaged students.

From these funds, the following programs are being funded:

A 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 parents as well as referrals to social service agencies operated by Santa Clara County

Academic counseling concentrates on our Avid, ELD students, and Title One. Money has been allocated to acquiring 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 have also been implemented.

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

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	\$61,991	\$55,947
Mid-Range Teacher Salary	\$97,975	\$90,080
Highest Teacher Salary	\$125,613	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$158,501	\$164,633
Superintendent Salary	\$292,671	\$261,984
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	3%	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	24
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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	2
English	6
Fine and Performing Arts	2
Foreign Language	6
Mathematics	8
Science	10
Social Science	11
Total AP Courses Offered Where there are student course enrollments of at least one student.	45

Professional Development

For the 2022-23 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. This committee has put together several strands of learning for staff to address current trends in education. Additional professional developments are offered through the district, and several staff members are attending various conferences relevant to their subject areas, culturally responsive practices, and content delivery.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	34	22	37