

# Independence High School Vision

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Independence High School Vision
<b>Street</b>	1900 "G" Street
<b>City, State, Zip</b>	Merced, CA. 95340
<b>Phone Number</b>	(209) 325-1602
<b>Principal</b>	Charles Jolly
<b>E-mail Address</b>	cjolly@muhsd.org
<b>Web Site</b>	<a href="http://ihs.muhsd.org/">http://ihs.muhsd.org/</a>
<b>CDS Code</b>	24-65789-2430049

<b>District Contact Information</b>	
<b>District Name</b>	Merced Union High School District
<b>Phone Number</b>	209.325-2020
<b>Superintendent</b>	Alan Peterson
<b>E-mail Address</b>	apeterson@muhsd.org
<b>Web Site</b>	www.muhsd.org

### **School Description and Mission Statement (School Year 2018-19)**

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#### **Principal's Message**

Dear Parents and Students,

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

- Rigorous
- Demanding
- Dynamic

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

Sincerely,

Charles Jolly

Principal, Independence High School

#### **MERCED UNION HIGH SCHOOL DISTRICT MISSION STATEMENT**

"Our purpose is to educate and empower all students to discover and create their own unique productive places in our dynamic world."

#### **INDEPENDENCE HIGH SCHOOL VISION**

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

#### **INDEPENDENCE HIGH SCHOOL MISSION STATEMENT**

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

## **INDEPENDENCE HIGH SCHOOL ACADEMIC GOALS**

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

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

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

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

## **Independence High School Expectations**

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

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

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

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

## School Description

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

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

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

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

In June 2014, IHS received a full six-year WASC accreditation, with a mid-term review.

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

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	1
Grade 10	11
Grade 11	14
Grade 12	21
Total Enrollment	47

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	14.9
American Indian or Alaska Native	2.1
Asian	2.1
Filipino	0.0
Hispanic or Latino	40.4
Native Hawaiian or Pacific Islander	0.0
White	40.4
Socioeconomically Disadvantaged	76.6
English Learners	2.1
Students with Disabilities	27.7
Foster Youth	4.3

## 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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	6	4	7	470
Without Full Credential	1	0	0	50
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	87

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** November 20,2017

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

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

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English 9 (+Pre) HMH California Collections 9 2017 yes see tab at bottom CCSS ELA 2013 ELA/ELD 2014 English 10 (+Pre) HMH California Collections 10 2017 yes see tab at bottom CCSS ELA 2013 ELA/ELD 2014 English 11 HMH California Collections 11 2017 yes see tab at bottom CCSS ELA 2013 ELA/ELD 2014 Literacy, Advocacy & Public Service HMH California Collections 11 2017 yes see tab & UCCI CCSS ELA 2013 ELA/ELD 2014 AP English Language NA NA no AP Syllabus College Board ERWC ERWC provided yearly no website folders AP English Literature Thomson Perrine's Literature 2006 no AP Syllabus College Board Film Composition & Literature (Eng12) Novels NA no NA Elective NA  ELD 1 Hampton Brown Edge A 2006 no Old standards/CELDT NA ELD 2 Hampton Brown Edge A 2006 no Collaborative Old standards/CELDT NA ELD 3 Hampton Brown Edge B 2006 no Interpretive Old standards/CELDT NA ELD 4/5 Hampton Brown Edge C 2008 no Productive Old standards/CELDT NA Strategic English Binders/copies NA no NA Elective Elective Intensive English Hampton Brown Edge A 2006 no NA Elective Elective	Yes	0.0
<b>Mathematics</b>	Integrated Math A HMH Integrated Math 1 2015 yes see tab at bottom CCSS Math 2013 Math 2013 Integrated Math B HMH Integrated Math 1 2015 yes see tab at bottom CCSS Math 2013 Math 2013 Integrated Math 1 HMH Integrated Math 1 2015 yes see tab at bottom CCSS Math 2013 Math 2013 Integrated Math 2 HMH Integrated Math 2 2015 yes see tab at bottom CCSS Math 2013 Math 2013	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Integrated Math 2: Robotics HMH Integrated Math 2 2015 yes see tab &amp; UCCI CCSS Math 2013 Math 2013 Integrated Math 2 Advanced HMH Integrated Math 1 &amp; 2 2015 yes see tab at bottom CCSS Math 2013 Math 2013</p> <p>Integrated Math 3 HMH Integrated Math 3 2015 yes see tab at bottom CCSS Math 2013 Math 2013</p> <p>Integrated Math 3 Advanced HMH Integrated Math 2 &amp; 3 2015 yes see tab at bottom CCSS Math 2013 Math 2013</p> <p>PreCalculus ( &amp; H) Larson &amp; Hostetler Precalculus with Limits 2001 no organizer Elective Math 2013</p> <p>AP Calculus AB Key Cur Press Calculus Concepts 1998 no AP Syllabus CB College Board</p> <p>HMH Calculus of a Single Variable 2010</p> <p>AP Calculus BC Brooks/Cole Calculus 2008 no AP Syllabus CB College Board</p> <p>AP Statistics Freeman Practices of Statistics 2015 no AP Syllabus CB College Board</p> <p>Prentice Hall Stats: Modeling the World 2007</p> <p>Statistics &amp; Probabilities Freeman Basic Practices for Statistics 2010 no NA Elective Math 2013</p> <p>Preparing for College Math MUHSD Preparing for College Math 2009 yes Organizer Accuplacer MC entrance test</p> <p>Financial Algebra Cengage Financial Algebra 2014 yes</p> <p>Drive Documents Elective Electiveall 2001 (Adopted 2005)</p>		
<b>Science</b>	<p>Life Science (Ag) Prentice Hall Science Explorer Life Science 2009 no web guide Science 1998 Science 2004</p> <p>Biology (Ag) Prentice Hall Biology 2002 no web guide Science 1998 Science 2004</p> <p>AP Biology Pearson Campbell Biology AP 2014 no AP Syllabus CB College Board</p> <p>Earth Science (Ag) Holt Modern Earth Science 2002 no Drive guide Science 1998 Science 2004</p> <p>Chemistry (Ag) Addison Wesley Chemistry 2002 no web guide Science 1998 Science 2004</p> <p>AP Chemistry Prentice Hall Chemistry: The Central Science 2014 no AP Syllabus CB College Board</p> <p>Physics Glencoe Physics: Principles and Problems 2002 no web guide Science 1998 Science 2004</p> <p>AP Physics Wiley &amp; Sons Physics 2014 no AP Syllabus CB College Board</p> <p>Environmental Science (Ag) Holt Environmental Science 2006 no web guide Science 1998 Science 2004</p> <p>AP Environmental Science Cengage Living in the Environment 2007 no AP Syllabus CB College Board</p> <p>Anatomy &amp; Physiology Elsevier/Mosby The Human Body in Health 2014 no NA Elective Elective</p> <p>Animal Anatomy &amp; Physiology Delmar Introduction to Veterinary Science 2005 no NA Elective Elective</p>	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Biotechnology 1-2 Pearson Biotechnology, Introduction to 2011 no NA Elective Elective Food Science Thomas Learning Introduction to Food Science 2003 no NA Elective Elective Forensic Science Cengage Forensic Science: Fundamentals 2012 no NA Elective Elective Intro to Genetics NA NA no NA Elective Elective Marine Biology H Prentice Hall Marine Biology an Ecological Approach 2005 no NA Elective Elective Microbiology NA NA no NA Elective Elective ROP Veterinary Science Cengage Veterinary Anatomy & Physiology 2011 no ROP Elective Elective Cengage Introduction to Veterinary Science 2005 no ROP Environmental Horticulture Thomson Introductory Horticulture 2007 no ROP Elective Elective Sierra Nevada Science UCAL History of the Sierra nevada 2007 no NA Elective Elective		
<b>History-Social Science</b>	Grade12: Economics Principles in Action Prentice Hall 2007 (Adopted 2007) Grade 11: CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007) Grade 11: CA American Anthem Holt, Rinehart & Winston 2007 (Adopted 2007) Grade 12: Lanahan Readings in the American Polity Lanahan Publishers 2007 (Adopted 2007) Grade 12: Government by the People, Pearson Education 2006 (Adopted 2007) Grade 12: Magruder's American Government, Prentice Hall 1999 (Adopted 1999) Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 1999 Grade 10: World History the Modern World 2007 Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 2003 (Adopted 2004) Grade 10: Modern World History, West Publishing 1999, (Adopted 2005) Grade 9: World Geography, Prentice Hall 2005 (Adopted 2006) Grades 9-12: Why Women Should Rule the World, HARP 2008 (BCHS) Grades 10-12 History of the Sierra Nevada, Laws Field Guide to the Sierra Nevada, and Sierra Nevada Natural History (GVHS)	Yes	0.0
<b>Foreign Language</b>	Grades 9-12: Hmong Arts, Books & Crafts (Adopted 2008) Grades 9-12: Santillana USA 2007 (Adopted 2007) Grades 9-12: Nuevas Vistas, Holt, Rinehart & Winston 2006 (Adopted 2006) Grades 9-12: Diccionario, Larousse (Continental Book Company) 1994 (Adopted 1997) Grades 9-12: Punjabi (Adopted 2006) Grades 9-12: Buen Viaje, Glencoe/McGraw Hill (Adopted)	Yes	0.0



Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Grades 9-12: Discovering French Bleu, McDougal/Littell - 2004 (Adopted 2005)		
<b>Health</b>	Grade 9: Health, Prentice Hall - 2007 (New Edition 2008)	Yes	0.0
<b>Visual and Performing Arts</b>	Grades 10-12: Understanding Movies, Prentice Hall 2008 (Adopted 2007) Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999) Grades 9-12: The Photographic Eye: Learning to See with a Camera, Davis Publications 1995 Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000) Grades 9-12: Foundations of Restaurant Management and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS)	Yes	
<b>Science Laboratory Equipment (grades 9-12)</b>	Science Laboratory Equipment: IHS provides an adequate supply of lab equipment for its students.	Yes	0.0

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

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

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

#### Cleaning Process

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

#### Maintenance & Repair

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

**Deferred Maintenance Budget**

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

Local Bond

**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 overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>		
Year and month of the most recent FIT report: October 16, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Custodial Restroom Hallway Storage #1 - missing a ceiling tile fixed and
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs		Custodial Restroom repaired
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: October 16, 2018	
Overall Rating	Poor

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	19.0	43.0	50.0	45.0	48.0	50.0
Mathematics (grades 3-8 and 11)	0.0	0.0	21.0	19.0	37.0	38.0

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

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	14	58.33	42.86
Male	--	--	--	--
Female	15	9	60.00	55.56
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	13	8	61.54	50.00
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	12	60.00	33.33
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	14	58.33	0
Male	--	--	--	--
Female	15	8	53.33	0
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	13	8	61.54	0
White	--	--	--	--
Two or More Races	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## Career Technical Education Programs (School Year 2017-18)

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

### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	185
% of pupils completing a CTE program and earning a high school diploma	81
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	6

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	97.1
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

## 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 2018-19)

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

Parents who wish to participate in Independence High School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (209) 385-6500. The district's website ([www.muhsd.org](http://www.muhsd.org)) also provides a variety of helpful resources and information for parents, students, and community members.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	52.9	56.3	37.5	6.4	6.1	5.6	10.7	9.7	9.1
Graduation Rate	47.1	37.5	56.3	90.3	91.1	91.3	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	45.5	89.5	88.7
Black or African American	100.0	84.0	82.2
American Indian or Alaska Native	0.0	62.5	82.8
Asian	0.0	93.5	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	50.0	89.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	50.0	89.8	92.1
Two or More Races	0.0	96.8	91.2
Socioeconomically Disadvantaged	55.6	88.3	88.6
English Learners	0.0	49.0	56.7
Students with Disabilities	33.3	58.0	67.1
Foster Youth	0.0	95.2	74.1

### 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.0	6.3	4.6	5.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.8	0.5	0.3	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

Safety of students and staff is a primary concern of Independence High School. Teachers, administration, and campus liaisons supervise designated areas before and after school, and during breaks. Campus liaisons transverse the site consistently while classes are in session. There is a designated area for students to be dropped off and picked up. Students are not allowed to bring visitors on campus during the school day, including lunch breaks. All non-students are required to report to the principal's and attendance offices for registration. Safety drills are performed quarterly. Guest speakers and/or parents are required to report to the principal's office prior to visiting classrooms in order to receive admittance authorization.

The school's safety program is fully compliant with federal and state regulations, and the School Safety Plan is updated annually by the School Site Council with input from staff, students, and parents. Key elements outlined in the plan include:

- Emergency notification system for the entire campus
- Equipping teachers and administration with portable radios
- Security Cameras
- Campus maintenance

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and intruder drills are held each semester, and all staff have been trained on coordinating an evacuation from the school.

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

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	4.0	16			2.0	16			3.0	22				
Mathematics	3.0	12			2.0	12			3.0	14				
Science	4.0	9			2.0	9			3.0	13				
Social Science	3.0	19			2.0	16			3.0	20				

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	30
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

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

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$2513.09	\$6739.57	\$18,391.52	\$73,270
District	N/A	N/A	\$4,952	\$75,411
Percent Difference: School Site and District	N/A	N/A	115.1	-2.9
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	88.3	-15.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

In addition to general state funding, Merced Union High School District received state and federal funding for the following categorical, special education, and support programs:

- LCAP
- General Fund
- Title I funding

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,890	\$50,747
Mid-Range Teacher Salary	\$75,562	\$86,127
Highest Teacher Salary	\$96,674	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$130,323	\$150,286
Superintendent Salary	\$182,516	\$238,058
Percent of Budget for Teacher Salaries	32.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

### Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

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

### Professional Development (Most Recent Three Years)

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past four years, the district has regularly offered staff development days where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, effective school practices, and methodologies. Staff development topics for the 2015-2016 school year included:

- Instructional Norms
- Data Analysis
- Student Achievement
- School Safety
- Character Counts
- Common Core
- Literacy Strategies
- On-Line Teaching
- Project based learning

For additional support in their profession, all first and second-year teachers throughout the district may participate in the Beginning Teacher Support and Assessment (BTSA) program, a state-funded, standards-based program that provides support through mentoring, training, and evaluation. Additional staff development was also provided by Instructional Coaches, EL Instructional Coach and TIS (Technology Integration Specialists.)