



# Independence High School

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

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<https://ihs.schoolloop.com/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### East Side Union High School District

830 N. Capitol Avenue  
San Jose, CA 95133  
(408) 347-5000  
[www.esuhsd.org](http://www.esuhsd.org)

#### District Governing Board

Pattie Cortese

Lan Nguyen

Van Thi Le

J. Manuel Herrera

Lorena Chavez

#### District Administration

Chris D. Funk

**Superintendent**

Glenn Vander Zee

**Associate Superintendent  
Educational Services**

Chris Jew

**Associate Superintendent  
Business Services**

Dr. John Rubio

**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 nearly 3000 students on 105 acres. Our newly renovated theater opened in the 2016 spring semester, and will again be home to our acclaimed performing groups such as IndepnDance, school bands, orchestra, drama class, and many others. Our new art facility opened in August of 2017 to welcome our students. 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.

#### **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).

#### **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 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, 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 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	718
Grade 10	754
Grade 11	717
Grade 12	683
<b>Total Enrollment</b>	<b>2,872</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.1
Asian	41.4
Filipino	18.1
Hispanic or Latino	32.1
Native Hawaiian or Pacific Islander	1.1
White	3.3
Two or More Races	1.6
Socioeconomically Disadvantaged	54.1
English Learners	16.6
Students with Disabilities	9.7
Foster Youth	0.2
Homeless	0.5

## 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	17-18	18-19	19-20
With Full Credential	118.4	118.7	115.5
Without Full Credential	3	6	6
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for East Side Union High	17-18	18-19	19-20
With Full Credential	◆	◆	942.3
Without Full Credential	◆	◆	34.8
Teaching Outside Subject Area of Competence	◆	◆	0

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

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	4	1	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.

### 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 disadvantage 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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>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                      ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013                      AP Composition and Language-- The Norton Reader                      AP Composition and Literature--The Intro to Literature</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>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” Brooks/Cole Cengage Learning 2012                      AP Calculus AB - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010                      AP Calculus BC - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010                      AP Statistics - The Practice of Statistics, 4th ed: Freeman; 2010                      Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016                      AP Computer Science A - Online materials                      Mathematical Reasoning with Connections - MRWC materials</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science</b>	<p>Forensics- Criminalistics: An Introduction to Forensic Science, Prentice Hall 2004                      NGSS Biology - The Living Earth -- STEMscopes, eTextbook and Web-based resources                      NGSS Chemistry in Earth's System – STEMscopes, eTextbook and Web-Based resources (pilot)                      NGSS Physics of the Universe - STEMscopes Physics in the Universe, Web- Based eTextbook and resources (pilot)                      A Hands on Introduction to Forensic Science 2014                      AP Biology- AP Biology In Focus- Prentice Hall 2004                      AP Chemistry- Chemistry The Central Science- Prentice-Hall 1991                      AP Physics 1 and 2- Physics AP- Wiley 2012                      AP Environmental Science- Living In The Environment- Cengage 2015                      AP Physics C- Physics For Scientists and Engineers- Pearson 2013</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>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                      AP Human Geography - "The Cultural Landscape: An Introduction" Prentice Hall 2014                      AP Psychology - "Psychology for AP" Worth 2015                      World Geography - "Geography Alive!" TCI 2011</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Foreign Language</b>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science Laboratory Equipment	Science labs are adequately equipped <b>The textbooks listed are from most recent adoption:</b> Yes <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)

#### 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.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/18/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Noted a few areas with roof leaks and a few HVAC issues. Service tickets submitted for repairs.
<b>Interior:</b> Interior Surfaces	Fair	Noted rooms with dirty / stained ceiling tiles, site staff to replace. Found a few areas of drywall damage which is being repaired by carpentry and paint shops.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	Noticed several damaged or missing outlet covers which were replaced, noted one room with exposed wiring, repaired.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Noted clogged water fountain which was cleared.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Noted lots of weeds in the fields and back areas of the campus. Site to address.
<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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	63	67	59	59	50	50
Math	39	44	38	39	38	39

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 Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	15.6	35.3	27.1

Note: 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.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	21

For the 2018-19 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 for a staff self-study for our upcoming WASC visit. 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	699	629	89.99	66.88
Male	375	333	88.80	62.65
Female	324	296	91.36	71.62
Black or African American	15	13	86.67	69.23
American Indian or Alaska Native	--	--	--	--
Asian	313	299	95.53	76.59
Filipino	132	124	93.94	69.92
Hispanic or Latino	192	152	79.17	45.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	19	86.36	68.42
Two or More Races	18	15	83.33	80.00
Socioeconomically Disadvantaged	370	325	87.84	59.69
English Learners	179	151	84.36	25.17
Students with Disabilities	70	53	75.71	18.87
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

**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**

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 2018-19 Safety Plan Annual Goal Assessment, our 2019-20 Safety Goals are to:

- 1: By June 2020, Independence High School will reduce the number of serious and severe level events on campus by 10%.
- 2: By June 2020, Independence High School will reduce the number of nicotine and controlled substance use on campus by 10%.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	699	612	87.55	43.63
Male	375	321	85.60	42.99
Female	324	291	89.81	44.33
Black or African American	15	12	80.00	16.67
American Indian or Alaska Native	--	--	--	--
Asian	313	299	95.53	59.20
Filipino	132	116	87.88	43.10
Hispanic or Latino	192	145	75.52	15.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	18	81.82	33.33
Two or More Races	18	15	83.33	46.67
Socioeconomically Disadvantaged	370	317	85.68	35.33
English Learners	179	141	78.77	18.44
Students with Disabilities	70	53	75.71	13.21
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

### 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 2019-20)

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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.1	3.6	4.6
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.0	3.6	3.4
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### 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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	574.4

\* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.3
Other	3.4

\* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26	26	92	6	26	27	91	9	26	34	80	8
Mathematics	26	12	18	10	27	21	54	26	29	12	59	23
Science	29	12	56	29	28	14	62	18	29	11	56	22
Social Science	27	15	62	18	27	16	59	16	28	12	56	20

\* 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.



**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,349	\$52,466
Mid-Range Teacher Salary	\$90,881	\$87,373
Highest Teacher Salary	\$112,154	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$142,025
Average Principal Salary (HS)	\$146,855	\$153,904
Superintendent Salary	\$286,275	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	33%
Administrative Salaries	3%	5%

\* 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/).

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

Rate for Independence High School	2015-16	2016-17	2017-18
Dropout Rate	9.6	8.6	8
Graduation Rate	86.2	86.4	87.3

Rate for East Side Union High School	2015-16	2016-17	2017-18
Dropout Rate	10	20.5	17.8
Graduation Rate	85	71.5	75.7

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	690
% of pupils completing a CTE program and earning a high school diploma	38%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,552	\$1,158	\$7,395	\$94,141
District	N/A	N/A	\$7,444	\$90,756
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.7	3.7
School Site/ State	8.4	10.7

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.

**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	98.12
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	50.37

**2018-19 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	6	N/A
Mathematics	9	N/A
Science	9	N/A
Social Science	10	N/A
All courses	38	23.9

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

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