

Independence High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 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	Amy Hanna
Email Address	hannaa@esuhd.org
School Website	independence.esuhd.org
Grade Span	9-12
County-District-School (CDS) Code	43694274330031

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

Our vision is that 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.

For the 2024-2025 School year, Independence High School boasts just under 2,300 students on 105 acres. Our school is home to several California Partnership Academies (CPAs) and numerous elective options for all students. Our CPA academies focus on STEAM, Teaching, and Finance. We have CTE programs in Automotive and Construction and boast dance, band, orchestra, drama, and AVID programs. We have added numerous Advanced Placement courses across most of our departments. We incorporate our Student Learning Outcomes (SIXER) into the teaching and learning on campus so that all students will be college and career-ready upon graduation. We continue to host diverse athletic teams and school clubs, including those devoted to honoring the cultures of those living in our area. Independence High School is a cultural center and a gem on the east side of San Jose.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	538
Grade 10	562
Grade 11	589
Grade 12	600
Total Enrollment	2,289

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	47.3
Male	49.4
Non-Binary	0
American Indian or Alaska Native	0.2
Asian	34.6
Black or African American	1.7
Filipino	15.5
Hispanic or Latino	38.2
Native Hawaiian or Pacific Islander	0.9
Two or More Races	2.6
White	3
English Learners	20.9
Foster Youth	0
Homeless	3.8
Migrant	0.3
Socioeconomically Disadvantaged	51.9
Students with Disabilities	11.1

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.

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)	107.1	91.08	943.6	82.39	234405.2	84
Intern Credential Holders Properly Assigned	1.8	1.57	35.4	3.1	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.7	1.5	79.5	6.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.1	2.63	25.6	2.24	11953.1	4.28
Unknown/Incomplete/NA	3.7	3.21	60.9	5.32	15831.9	5.67
Total Teaching Positions	117.6	100	1145.3	100	279044.8	100

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.

2022-23 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)	101.5	88.31	923.6	82.88	231142.4	83.24
Intern Credential Holders Properly Assigned	1.2	1.09	22.8	2.05	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.6	5.75	91.5	8.21	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	0.87	22.9	2.06	11746.9	4.23
Unknown/Incomplete/NA	4.5	3.97	53.3	4.79	14303.8	5.15
Total Teaching Positions	114.9	100	1114.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	
Misassignments	1.70	5.6	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	1.70	6.6	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	2.00	0	
Local Assignment Options	1.10	1	
Total Out-of-Field Teachers	3.10	1	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.7	5.5	5.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0.6	0.6

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

2025-26 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 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1 – CommonLit, Inc. Grade 9, 2023 English 2 – CommonLit, Inc. Grade 10, 2023 English 3 – MyPerspectives: American Literature//Pearson, 2017 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	0%
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 Precalculus - "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	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	0%

	AP Biology- Biology for the AP Course - Morris et al, Bedford, Freeman, & Worth 2022 AP Chemistry- Tro: Chemistry A Molecular Approach - SAVVAS/ Pearson AP Physics 1 and 2- College Physics: A Strategic Approach AP® Edition, 4th edition AP Environmental Science- Environmental Science for the AP® Course 4th edition, 2023 - Bedford Freeman and Worth AP Physics C- Knight, Physics for Scientists and Engineers: A Strategic Approach with Modern Physics 5e, AP Edition ©2022 with Mastering Physics with eText - SAVVAS/ Pearson Physiology- Welsh Hole's Essentials of Anatomy and Physiology 2021 2e with Lab Manual - McGraw Hill Marine Biology -Marine Science - Greene, Thomas, Marine Science (2018) 3rd edition Living Earth Essentials - CK-12 eTextbook Physical Science Essentials -CK-12 eTextbook	
History-Social Science	World History – " World History Interactive" SAVVAS 2022 US History – "United States History Interactive" SAVVAS 2022 American Government – "Government Alive! Power, Politics and You" TCI 2022 Economics – "Econ Alive! The Power to Choose" TCI 2022 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2022 AP US History - AP US History - Brinkley, American History: Connecting with the Past, AP Edition, 16e ©2023 AP Government - "Harrison, American Democracy Now" McGraw Hill 2022 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2025 AP Human Geography - AP Human Geography - "Human Geography for the AP Course " 2022 AP Psychology - "Psychology for AP" Worth 2024 World Geography - "Geography Alive!" TCI 2011 Different Mirror for Young People a History 2012 Thinking About Psychology BFW 2019 "The Real World An Introduction to Sociology" Norton 2022 "Street Law" McGraw Hill 2023 "Juvenile Justice" McGraw Hill 2023	0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	0%
Note: Cells with N/A values do not require data.		

School Facility Conditions and Planned Improvements

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

School Facility Conditions and Planned Improvements

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

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 significant 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.

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

For the 2024-2025 school year, the most recent improvement to the campus is the E-Building, which was expanded into a student union with new Music classrooms, counseling/library, kitchen, and administrative spaces. Within the last 10 years, our B-Villa was renovated to be a visual arts center; our Theater was renovated and modernized; the J building was converted into a home for Pegasus High School; the G quad and H building were renovated to house ACE Charter High School. Our Stadium Turf and track will be replaced in the Spring and Summer 2025.

Year and month of the most recent FIT report	July 2025
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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	Many ceiling tiles need replacement from water damage.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		B Boys Bathroom stall doors have fire damage
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Known roof issue at M3 bldg
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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	60	62	56	56	47	48
Mathematics (grades 3-8 and 11)	33	31	33	34	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	566	429	75.80	24.20	62.47
Female	270	204	75.56	24.44	63.73
Male	296	225	76.01	23.99	61.33
American Indian or Alaska Native	--	--	--	--	--
Asian	210	175	83.33	16.67	74.86
Black or African American	13	7	53.85	46.15	--
Filipino	97	72	74.23	25.77	72.22
Hispanic or Latino	210	145	69.05	30.95	43.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	12	85.71	14.29	66.67
White	13	11	84.62	15.38	54.55
English Learners	125	88	70.40	29.60	18.18
Foster Youth	0	0	0	0	0
Homeless	22	10	45.45	54.55	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	355	256	72.11	27.89	53.52
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	80	51	63.75	36.25	13.73

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	566	457	80.74	19.26	30.99
Female	270	215	79.63	20.37	25.58
Male	296	242	81.76	18.24	35.83
American Indian or Alaska Native	--	--	--	--	--
Asian	210	176	83.81	16.19	46.02
Black or African American	13	9	69.23	30.77	--
Filipino	97	85	87.63	12.37	30.59
Hispanic or Latino	210	157	74.76	25.24	14.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	12	85.71	14.29	33.33
White	13	12	92.31	7.69	54.55
English Learners	125	95	76.00	24.00	6.45
Foster Youth	0	0	0	0	0
Homeless	22	12	54.55	45.45	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	355	274	77.18	22.82	20.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	80	54	67.50	32.50	9.43

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	44.61	43.5	39.02	39.56	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1131	989	87.44	12.56	43.50
Female	551	485	88.02	11.98	39.34
Male	580	504	86.90	13.10	47.50
American Indian or Alaska Native	--	--	--	--	--
Asian	443	411	92.78	7.22	57.80
Black or African American	18	14	77.78	22.22	35.71
Filipino	201	187	93.03	6.97	41.71
Hispanic or Latino	396	316	79.80	20.20	22.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	29	96.67	3.33	65.52
White	30	23	76.67	23.33	65.22
English Learners	242	187	77.27	22.73	1.64
Foster Youth	--	--	--	--	--
Homeless	48	30	62.50	37.50	10.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	732	621	84.84	15.16	38.41
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	137	97	70.80	29.20	8.51

2024-25 Career Technical Education Programs

During the 2024-2025 school year Independence High School offers courses 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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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 9	89.9%	91.6%	91.0%	91.2%	91.4%

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.

2025-26 Opportunities for Parental Involvement

For the 2024-2025 school year, our Parent Center, housed in room D-207 next to our new student union, 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 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,

2025-26 Opportunities for Parental Involvement

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 can self-nominate and run. 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 parent workshops hosted by our school counselors and parent community involvement specialists and parental empowerment conferences hosted by the district.

Parent & Community Involvement Specialists Maggie Rodriguez and Ha Pham are eager to engage parents, assure online Canvas access, and increase the participation of parents in ways that positively affect students.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	8.7	8		15.2	12.3		8.2	8.9	
Graduation Rate	85.5	83.1		77.8	80.5		86.2	86.4	

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.22%	1.47%		3.72%	2.82%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.07%	0.08%		0.05%	0.05%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

For the 2024-2025 school year, 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 determined by the students, staff, and parents. The Safety Plan is developed by the Independence Safety Committee, which is composed of representatives from the different bargaining units with input from our bargaining units and reviewed by the School Site Council 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 2024-25 Safety Plan Annual Goal Assessment, our 2024-25 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.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	25	33	72	6
Mathematics	27	20	43	25
Science	26	20	50	12
Social Science	27	18	45	18

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24	39	64	8
Mathematics	29	10	51	17
Science	27	12	54	11
Social Science	25	22	49	10

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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				
Mathematics				
Science				
Social Science				

2024-25 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	

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$14,103	\$3,163	\$10,940	\$113,895
District	N/A	N/A	\$10,454	\$116,804
Percent Difference - School Site and District	N/A	N/A	4.5	2.5
State	N/A	N/A	\$11,146	\$113,595
Percent Difference - School Site and State	N/A	N/A	1.6	7.9

Fiscal Year 2024-25 Types of Services Funded

For the 2024-20254 School year, 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 Single 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 helping students recover math credits
 - AVID program
 - Professional Development Coordination
 - Supports for our Students With Disabilities and McKinney Vento students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$69,900	\$67,238
Mid-Range Teacher Salary	\$110,474	\$106,841
Highest Teacher Salary	\$141,638	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$167,233
Average Principal Salary (High)	\$181,735	\$193,950
Superintendent Salary	\$329,669	\$314,304
Percent of Budget for Teacher Salaries	30.96%	29.51%
Percent of Budget for Administrative Salaries	3.45%	4.87%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	
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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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	
Where there are student course enrollments of at least one student.	

Professional Development

For the 2024-25 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 committee has also been working closely with our Multi Tiered Systems of Support Team to align instructional practices and address campus needs.

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	39	40	