

Independence High School

125 Berry Street • Roseville, CA. 95678 • (916) 786-0793 • Grades 9-12

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<https://www.rjuhsd.us/independecehs>

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



Roseville Joint Union High School District

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District Governing Board

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Jess Borjon

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School Description

Located in Roseville, California, Independence High School is one of eight schools in the Roseville Joint Union High School District. Independence High School is a fully accredited high school that uses independent study, small-group instruction, blended and online learning as its instructional delivery methods. The staff at Independence High School provide an school of choice learning environment in which all students will have the opportunity to reach their academic potential through multiple paths to success.

Independence High School provides a relevant and rigorous educational choice for every student. Students at Independence High School avail themselves of instructional methods that ignite their desire for lifelong learning and inspire them to be prepared to take any number of paths to their future.

About the SARC

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

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

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	4
Grade 10	34
Grade 11	55
Grade 12	93
Total Enrollment	186

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	1.1
Asian	1.6
Filipino	1.6
Hispanic or Latino	18.3
White	69.4
Two or More Races	3.8
Socioeconomically Disadvantaged	30.1
English Learners	2.2
Students with Disabilities	3.8
Foster Youth	0.5
Homeless	3.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Independence High	18-19	19-20	20-21
With Full Credential	18		12
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Roseville Joint Union	18-19	19-20	20-21
With Full Credential	♦	♦	459
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Independence High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature & Language Arts, Third, Fourth, Fifth, and Sixth Courses, 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Carnegie Integrated Math 1, 2020, Integrated Math 2, 2020, Integrated Math 3, 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	NGSS Physics, 2002, NGSS Biology, online textbook, Chemistry 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	World History, 2007, U. S. History, 2008, Economics, 2003, Government, online The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Foreign Language	Realidades, 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Health	Health, 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Visual and Performing Arts	Guitar, online resources, Art The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science Laboratory Equipment	Science materials were inspected and updated September 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district governing board has adopted cleaning standards for custodial staff at all schools in the district. A summary of these standards are available at the district office for review. District maintenance staff ensures that the school is in good repair and that all work orders are completed in a timely manner. The work order process is used to ensure efficient services and that the highest priority is given to emergency repairs. The groundskeeper keeps the campus landscaping manicured and presentable, providing a positive learning environment that students and staff can take pride daily.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month in which data were collected: 07/1/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	37	N/A	74	N/A	50	N/A
Math	6	N/A	48	N/A	39	N/A

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

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	21	N/A	44	N/A	30	N/A

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

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

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

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

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

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

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

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

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

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

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

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-21)

At IHS, parents are encouraged to be a part of the students' learning process. Parents and students are required to attend an orientation, before the student begins classes at IHS. During this orientation, the students and parents learn about our philosophy and mission, how classes are conducted, our advisory program, how to monitor progress, how to effectively communicate with the school, graduation requirements and what an effective blended learning structure looks like from a student and parent perspective. In addition, students and parents are surveyed throughout the school to gather feedback about the effectiveness of our program.

Parents are kept apprised of student learning, upcoming assessment dates, or school events via Aeries Communication text, email or phone message. Teachers communicate directly with parents through email and phone calls to discuss individual student concerns. Teachers have access to the District's Language Line if needing to communicate with a parent in their native language. Parents also monitor student progress through the parent Aeries homelink account. Teachers are committed to updating the Aeries gradebook daily with specific information in the comment section to keep parents informed of student progress. Additionally, automated phone calls are sent if a student misses a class session.

IHS parents are regularly invited to participate in District Parent Meetings and classes and school site council meetings. Classes are offered through our Wellness Center Program, include a variety of topics from mental health and suicide prevention to understanding the dangers of vaping. District meetings include Board Meetings and Local Control Accountability Plan (LCAP) Meetings which are run through the district office and all parents are encouraged to attend. IHS parents are also encouraged to attend our monthly Site Council Meetings to discuss funding, school wide events, SPSA (School Plan for Student Achievement), WASC, CSI and the review the School Accountability Dashboard, and to stay informed on any IHS curriculum and program changes.

Parent/Guardians are also an important part of our Response to Intervention Process (RTI) and Multi-Tiered System of Supports (MTSS) for both academic and social emotional needs. Students are identified for Tier 2 supports through progress credit completion and attendance reports and parent and student and teacher referrals. Parents and students attend a RTI meeting with our Administrator, Counselor and Wellness where information about student progress is gathered and shared and academic and social emotional supports are determined.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

Independence High School's School Safety Plan is reviewed with staff and the School Site Council on an annual basis. Portions of the safety plan are discussed with the staff at faculty meetings and the School Safety Plan is formally reviewed by the School Site Council by its January meeting every year. The current School Safety Plan was reviewed and approved by the School Site Council on January 27, 2021. The School Safety Plan gives an overview of the action plans of responsibility and processes in the event of an emergency or disaster at the school. The public portion of the safety plan can be found on our school website.

Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.3	0.0	4.7	3.2	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0%	2.87%	2.5
Expulsions	0%	0.01%	0.1

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	124

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	8	19			6	26			6	29		
Mathematics	20	5		2	16	6		2	32	2		2
Science	11	4			14	3	1		17	2	1	
Social Science	9	21			7	17			6	21		

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	10

20-21: teachers conducted a book study that met every Monday during the summer of 2020 to focus on 3 PLC books and 3 UDL books.

20-21: A team of teachers focused on training and adoption of equity based approaches through the District sponsored monthly PD with the National Equity Project (NEP).

20-21: Districtwide PD days for all staff. Focused on online learning.

Fall 2020: There were 4 full staff half breakout days for PD focusing on PLCs and UDL. These days were staff led to narrow the focus on direction of common PLC expectations and a focus on starting the discussion of adopting UDL guidelines for all departments.

Spring 2021: There are 6 half day breakout days for PD. 3 days focused on Student Voice, Engagement, Executive Function Skills, Persistence under the guidance of Katie Novak. Another 3 days focused on Curricular Structure, Hattie Pedagogy, Independent Skills Development, curricular Review Process under the guidance of Michael McDowell. Collaboration between Adelante High School took place with the 3 UDL breakout days.

Spring 2021: required ELD training was conducted for all admin and teachers across RJUHSD.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,010	\$52,670
Mid-Range Teacher Salary	\$79,902	\$89,660
Highest Teacher Salary	\$104,652	\$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$142,638
Average Principal Salary (HS)	\$153,863	\$158,074
Superintendent Salary	\$247,200	\$250,285

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	32.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Independence High School uses independent study, small-group instruction, blended learning and online learning as its instructional delivery methods. This naturally affords individualized learning through which a student receives the time and support necessary to achieve mastery in the course learning targets. Additionally, Independence High School participates in the Credit Recovery and Grade Recovery programs through which students will master the essential learning targets of a course in which they weren't successful the first time they took the course. All of the delivery systems at Independence High School are tailored to the students' learning styles and academic needs.

State resources include the Local Control Funding Formula (LCFF) and the LCFF Supplemental Grant used to address the State Priorities for All Students as outlined in the LEA's Local Control Accountability Plan (LCAP). We also have students who qualify for McKinney-Vento Homeless services.

The LCFF Supplemental grant assists district schools with providing many forms of student support. The district's LCAP plan focuses on four main areas: English Learners, College Readiness for All, Interventions for Struggling Learners and Districtwide Actions.

English Learners are provided support through teacher training, supplemental materials for their classes, additional staffing for English Language Development classes, and increased parent involvement through the use of translators and interpreters.

The College Readiness for All strand helps students access college and career readiness courses and to create equity opportunities for all students. Some of the tools and programs that have been implemented include Naviance, College Visits, PSAT for all 10th graders, and Credit/A-G Recovery.

The Intervention for Struggling Learners strand provides academic and social/emotional interventions and supports for all students. Programs to help support struggling learners include home visits, Social Work interns, and School Based Therapy interns.

Independence High School used site LCAP to ensure students and teachers are supported with the curriculum changes in math, English, social science and science, using technology as an accelerator for learning, regularly and naturally practicing culturally responsive teaching, equity, and implementing Positive Behavior Intervention and Supports (PBIS) districtwide to help support multi-tiered systems of support.

State Priority: Pupil Engagement

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

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

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

Rate for Independence High School	2016-17	2017-18	2018-19
Dropout Rate	45.2	57.9	28.8
Graduation Rate	36.5	42.1	60

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,938	\$5	\$11,933	\$95,283
District	N/A	N/A	\$1,927	\$89,424
State	N/A	N/A	\$7,750	\$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	144.4	6.3
School Site/ State	42.5	5.4

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

Rate for Roseville Joint Union High	2016-17	2017-18	2018-19
Dropout Rate	6.3	9.2	6.8
Graduation Rate	90.1	89.6	89.9

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

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	29
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	18.67

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	2	N/A
All courses	2	1.1

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

Career Technical Education Programs

Independence High School offers elective classes that focus on career preparation and student's lives post-high school. CTE courses offered are CTE Robotics, Professional Photography, Music Performance, Child Development, Automotive, and Clinical Medical Assisting. We also offer CTE elective courses but not pathways such as Principles of Business and Fashion. Our District representative is Shane Waggoner, Director of CTE and Data.

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.