

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Independence High	District Name	East Side Union High
Street	1776 Educational Park Dr.	Phone Number	408-347-5000
City, State, Zip	San Jose , CA 95133-1703	Web Site	www.esuhdsd.org
Phone Number	408-928-9500	Superintendent	Dan Moser
Principal	Grettel Castro-Stanley	E-mail Address	moserd@esuhdsd.org
E-mail Address	castrostanleyg@esuhdsd.org	CDS Code	43- 69427- 4330031

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

It is with great pleasure that I welcome you back to our new school year here at Independence. As we approach this new academic year, I am eager to continue working with each of you toward improving all aspects of our academic life and pursuing a continued ethos of school-wide progress. Moreover, I am hopeful that we might continue to renew our partnership as we embark together on another academic year. I look forward to working alongside teachers, students and parents to continue forwarding Independence's tradition of superb academic achievement and pushing Independence's commitment to school-wide success to a new level.

In addition, I look forward to listening to your concerns, gathering your input, and meeting with you in

person to make sure that the needs of Independence students are continuously met by our staff as a whole. Likewise, I hope to make sure that all channels of communication are open between us and seek to ensure that school-wide collaboration occurs in a highly contiguous fashion. That way, the necessary improvements to our school may be made in the timeliest and most efficient of manners. Moreover, I look forward to celebrating more frequently the achievements of our wonderful staff and look forward to acknowledging each of you for all of the hard work that you provide each day in order to make Independence a better workplace for each of us, an inviting setting for colleagues and friends, and an excellent learning environment for our valley's students.

We continue to struggle with district budget cuts in the current economic climate, and this has meant a number of additional challenges for the Independence community. As of today, a number of positions that we were previously accustomed to, have been cut.

This coming year will be challenging without a doubt, as it will be difficult to make up for the loss of these valuable positions; however, I am confident that we will come together and help each other out as we tackle any challenges that might present themselves this upcoming academic year. Indeed, I look forward to witnessing the positive advancement of our school in the days and months ahead Go Sixers!!!

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Independence values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Independence maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including the results of the school evaluation process, school data, and school programs are also available to parents on the school's website and in the Principal's Newsletter, which is written in English, Spanish, and Vietnamese. In addition, to ensure ongoing communication, Independence utilizes the district's Parent Connect website to provide parents with immediate access to their students' grades, attendance, test scores, school programs, and activities as well as to facilitate parent communication with staff members. Because parent and community participation is essential to student achievement, Independence High School provides a number of parent involvement opportunities. In order to empower parents to help their students to achieve, the Independence guidance department offers ongoing services to parents. To further assist parents to become advocates for their children, Independence parents participated in site-based and district sponsored Latino, African American, and Vietnamese Parent Conferences; Parent Empowerment Conferences; District English Language Learner Advisory Committee; District Safety Committee; District Bond Oversight Committee; District Boundaries Committee; GATE Parent Advisory Committee; and a wide variety of Ad Hoc committees. In addition, Independence has dynamic parent leaders on its School Site Council, Parent-Teacher-Student Association, School Safety Committee and IHS Band Boosters. Needless to say, parents are definitely welcome on the Independence campus and are routinely invited to participate in leadership, volunteer, and participatory roles in all school functions. Independence is committed to involving as many segments of the community as possible in planning, operating, monitoring and evaluating its educational programs.

Anyone interested in getting involved in the school should contact our Parent Coordinator, Susan Cassens at 408-928-9500.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	922
Grade 3		Grade 10	848

Grade 4		Grade 11	946
Grade 5		Grade 12	928
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	3644

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.5	White	3.8
American Indian or Alaska Native	0.3	Two or More Races	0.1
Asian	36.3	Socioeconomically Disadvantaged	45
Filipino	19.3	English Learners	22
Hispanic or Latino	35.5	Students with Disabilities	6
Native Hawaiian/Pacific Islander	1		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.7	40	113		26.1	42	105	2	28.0	19	83	20
Mathematics	26.5	33	80	22	25.3	50	71	22	29.3	17	48	47
Science	29.6	8	88	11	28.1	11	85	6	32.6	1	26	60
Social Science	31.3	3	73	19	29.5	8	84	6	32.3	0	32	53

III. School Climate

School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

Independence High School has a School Safety Committee made up of administrators, teachers, advisors, parents and community members. The School Safety Plan is reviewed each year by this committee. The most recent review took place on September 18th, 2010.

The grounds are monitored on a weekly basis by the San Jose Police Department. They surround all 108 acres during school hours, to ensure the safety of all students and staff at Independence High School. In addition the school has three school advisors and one campus monitor, who act as disciplinarians and are instrumental in the safety of the school.

Visitors are required to check-in at the main administration building where they sign-in and are given a pass to the appropriate location. Independence has a closed campus policy which means students are not allowed to leave campus. All procedures and policies for this are in place. With the help with entire discipline team, they ensure the safety of all of our students and staff.

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 2010 - 2011 Independence High School Site Safety Plan has a comprehensive, enforceable, and continuous:

Behavior policy

Rules and regulations

Dress code policy

Protocols for safety/emergency drills

Tardy policy

Attendance policy

Referral process

Partnership with community agencies, City of San Jose, San Jose Police Department, and other agencies and groups that offer support services

Safety team

Multi-service team

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	24.5	13.5	6.0	30.0	16.9	12.5
Expulsions	0.1	0.2	0.1	0.1	0.1	0.2

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Overview

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

Cleaning Process and Schedule

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or

replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

Age of School Buildings

Although the main school campus was constructed in 1976, portable buildings have been added to accommodate diverse program needs.

Maintenance Projects

Currently, the school is undergoing exterior painting and the replacement of siding and roofing materials. All air conditioning units have been repaired or replaced.

Modernization Projects

During the 2004-2006 school years, local Measure A and Measure G funds and state matching funds were used to renovate existing facilities. The remodeling of the main gym is complete. In addition, remodeling of each of the four villa classrooms was completed in the Fall of 2006. Further, several restroom areas on the campus have been modernized.

During the 2009-10 school year, local Measure E funds will be used to renovate the theatre, and the rest of the building that were not renovated through the earlier Measures. In addition, the district has made every effort to renovate and comply with Title IV requirements. Independence will be renovating the girl's and boy's locker rooms bringing them to ADA and Title IV standards. Technology continues to be a major focus for Independence. Monies will be dedicated to upgrading the infrastructure for computers and we'll be upgrading to state of the art equipment in all classrooms.

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	80%	20%		Mechanical systems in seven buildings were replaced in the summer of 2008. Will replace more when funds are available.
Windows/Doors/Gates (interior and exterior)	x			The locker room doors need to be replaced. Will be done in summer of 2011.
Interior Surfaces (walls, floors, and ceilings)	x			Some flooring needs to be replaced. Will be done when funds are available.
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			We spray both locker rooms for pests monthly
Drinking Fountains (inside and outside)		x		We work on drinking fountains when needed.
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Other Athletic Fields		x		The football field was reseeded in the Spring in 2010. Will be reseeded in 2011.
Overall Rating	x			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	150	151	152	1065
Without Full Credential	12	9	6	63
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	4	0	1
Total Teacher Misassignments	4	0	1
Vacant Teacher Positions	1	1	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94	6
All Schools in District	97	3
High-Poverty Schools in District	95	5
Low-Poverty Schools in District	99	1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	679
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	0.2	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core curriculum area and textbook in use by course	Publisher	Year Published	Percent of Pupils Who Lack Their Own Assigned Textbooks, Instructional Materials or Science Lab Equipment	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
ENGLISH/LANGUAGE ARTS				
English 1 – “The Language of Literature” Grade 9	McDougal Littell	2002	0	YES
English 2 – “The Language of Literature” Grade 10	McDougal Littell	2002	0	YES
English 3 – “Timeless Voices Timeless Themes Am. Experience”	Prentice Hall	2000	0	YES
English 4 – “The Language of Literature” World Literature	McDougal Littell	2002	0	YES
YES MATH				
Algebra I – “Algebra 1”	McDougal Littell	2007	0	YES
Geometry – “Geometry”	McDougal Littell	2007	0	YES
Algebra II – “Algebra 2”	McDougal Littell	2007	0	YES
Math Analysis – “Precalculus With	Houghton Mifflin	2001	0	YES

Limits”					
SCIENCE					
Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations”	Holt	2001, 03, 04	0	YES	
Biology – “Biology: Web of Life; Holt Biology”	Holt	1998, 99, 04	0	YES	
Chemistry – “Chemistry: Connections to our Changing World”	Prentice-Hall	2000, 02	0	YES	
Physics – “Conceptual Physics”	Addison-Wesley	1992, 99, 02, 06	0	YES	
SOCIAL SCIENCE					
World History – “Modern World History”	McDougal-Littell	2003	0	YES	
US History – “The American Vision”	Glencoe	2006	0	YES	
American Government – “Magruder’s American Government”	Prentice Hall	1997	0	YES	
American Government – “We The People”	Center for Civic Education	2002	0	YES	
curriculum area	Quality, Currency, and Availability of Textbooks and Instructional Materials		Percent of Pupils Who Lack Their Own Assigned Textbooks, Instructional Materials or Science Lab Equipment	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials	
FOREIGN LANGUAGE	Textbooks and Instructional Materials in use are standards aligned and officially adopted		0	YES	
HEALTH SCIENCES	Textbooks and Instructional Materials in use are standards aligned and officially adopted		0	YES	
VISUAL AND PERFORMING ARTS	Textbooks and Instructional Materials in use are standards aligned and officially adopted		0	YES	
SCIENCE LABORATORY EQUIPMENT	Science labs are adequately equipped		0	YES	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	7688	1790	5897	79796
District	N/A	N/A	6130	79216
Percent Difference – School Site and District	N/A	N/A	-4%	1%
State	N/A	N/A	5681	65959
Percent Difference – School Site and State	N/A	N/A	4%	17%

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

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 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.

Economic Impact Aid [EIA] Funds - These funds are used to support additional programs and services for English Language learners and economically disadvantaged students,

Gifted and Talented Education [GATE] Funds -These funds (GATE) are used to develop unique education opportunities for high-achieving and underachieving pupils in California public elementary and secondary schools who have been identified as gifted and talented.

School Improvement Program [SIP] Funds - These funds are used to improve instruction, services, and school environment and organization according to plans developed by School Site Councils.

From these funds the following programs are being funded:

Read 180 Program

English Language Arts and Math California High School Exit Examination [CAHSEE] support program to include a Literacy Coach and counseling services.

Recovery Math program that is focused on students passing Algebra 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
 GATE program

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	48434	43096
Mid-Range Teacher Salary	79527	70018
Highest Teacher Salary	98141	89675
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	126763	128615
Superintendent Salary	239188	204469
Percent of Budget for Teacher Salaries	39.6	N/A
Percent of Budget for Administrative Salaries	3.9	N/A

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tq/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	45	49	51	44	47	48	46	50	52
Mathematics	21	27	25	23	26	27	43	46	48
Science	50	48	51	44	45	46	46	50	54
History-Social Science	38	45	45	34	39	39	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	48	27	37	40
All Students at the School	51	25	51	45
Male	48	26	54	47
Female	55	25	48	41
Black or African American	31	8	30	21
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	67	44	73	60
Filipino	53	21	51	41
Hispanic or Latino	36	9	29	32
Native Hawaiian or Pacific Islander	27	7	N/A	N/A
White	62	26	81	62
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	43	22	43	40
English Learners	15	17	13	6
Students with Disabilities	8	2	10	5
Students Receiving Migrant Education Services	35	20	N/A	17

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at

three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	57.2	55.3	60	55.1	55.1	58.0	52.9	52.0	54.0
Mathematics	63.4	62.0	62	59.6	59.6	58.0	51.3	53.3	53.0

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	44	24	32	42	35	23
All Students at the School	40	28	32	38	39	23
Male	44	28	29	35	42	23
Female	37	28	35	42	36	22
Black or African American	66.7	6.7	26.7	77.8	16.7	5.6
American Indian or Alaska Native	*	*	*	*	*	*
Asian	23	30	47	14	44	41
Filipino	39.5	29.9	30.5	34.5	50	15.5
Hispanic or Latino	58	26	17	62	29	9
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	29	24	47	33	33	33
Two or More Races						
Socioeconomically Disadvantaged	48	28	24	43	37	20
English Learners	63	28	9	51	40	10
Students with Disabilities	83.3	9.5	7.1	91.4	5.2	3.4
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.1	27.7	54.4

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	6	6	6
Similar Schools	4	4	7

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	20	24	6
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	20	23	8
Filipino	19	10	13
Hispanic or Latino	37	29	1
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	-8	N/A	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	26	23	-4
English Learners	10	19	7
Students with Disabilities	-65	24	-17

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	756	736	729
Black or African American	N/A	674	638
American Indian or Alaska Native	N/A	N/A	703
Asian	833	848	857
Filipino	766	786	812
Hispanic or Latino	661	648	672
Native Hawaiian/Pacific Islander	N/A	690	706
White	N/A	786	801
Two or More Races	N/A	747	747
Socioeconomically Disadvantaged	722	687	669
English Learners	676	633	626
Students with Disabilities	430	453	494

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	No
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005

Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	60

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	5.6	4.7	4.4	5.1	5.2	5.6	5.5	4.9	5.7
Graduation Rate	66.6	71.6	77.7	73.9	72.3	72.9	80.6	80.2	78.5

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	88	84	N/A
Black or African American	85	79	N/A
American Indian or Alaska Native	100	88	N/A
Asian	94	93	N/A
Filipino	93	91	N/A
Hispanic or Latino	77	73	N/A
Native Hawaiian/Pacific Islander	100	89	N/A

White	81	87	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	86	78	N/A
English Learners	57	52	N/A
Students with Disabilities	61	62	N/A

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Independence High School offers courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly know as vocational education) 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 Central County Occupational Center (CCOC) and ROP. The programs Independence offers are in the area of: Finance and Business, Information Technology, Automotive Technology, Electronics Academy, Carpentry, and Education Childhood Development.

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	981
Percent of pupils completing a CTE program and earning a high school diploma	36%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	95.6
Graduates Who Completed All Courses Required for UC/CSU Admission	36.6

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	2	N/A
All courses	14	14.7

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Although 2 annual full release days are provided to teachers for professional development, many other opportunities to improve practice occur throughout the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BTSA and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the *FitnessGram* data to establish effective instruction strategies for physical fitness instruction. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.