



Independence High School

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2012-13 School Accountability Report Card Published During the 2013-14 School Year

East Side Union High School District

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 408.928.9511.

School Description

The mission of Independence High School is to provide a supportive learning environment that enables all students to achieve academic and personal success.

It is with great pleasure that we welcome you back to our new school year here at Independence. We are eager to continue working with teachers, students, and parents to improve all aspects of our academic life; and pursue a continued ethos of school-wide progress. Together we shall continue Independence's tradition of superb academic achievement and pushing Independence's commitment to school-wide success to a new level.

Our school goals for the 2013-14 academic year include transitioning to Common Core Standards (CCS) in the 2013-14 academic year, to support academic success and allow access to standards-based learning; increasing the graduation rate, in particular with the subgroups. This includes addressing the opportunity gap and digital divide; and increasing the sense of ownership and school pride through proactive involvement of the students, staff, and parents. The details of these goals are addressed both in our recent WASC Action Plan, and in this year's Single Plan for Student Achievement.

In addition, we are committed 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. We 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, we 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 are extremely proud of our school, we received a six year accreditation after our self review last spring. Our teachers, students and parents worked very hard to make this happen. Our next accreditation cycle will take place in 2019.

This coming year will be challenging without a doubt, We will be implementing the new Common Core Standards. There is an incredible amount of work to do in this area. The staff will be receiving extensive training in this area. In addition, We will begin looking at our current curriculum and modifying it, with the implementation of the Common Core Standards. 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

Independence is committed to including parents in the decision making process at the school site. The Independence School Site Council is the main governance body on campus. The committee includes parents, community members, students, administration, and certificated staff members. This body is responsible for allocating categorical funds at the school site which are aligned to the school goals as identified in the Single School Plan. The Council's primary function is in supporting socio-economically disadvantaged students, special needs students, and English Language Learners at the school site. The contact person for this group is the site Principal who can be reached at (408) 928-9510. The ELAC Advisory Committee is another governance body of elected parent and elected student members who support English Learners at the school site. The contact person for this organization is Ava Chiao (chiaoc@esuhsd.org). Parents can also become involved in the Music Boosters, Athletic Boosters, Hispanic Parent Group, an African American Advocate Group, and Campus Culture Committee. To support parents, Independence hosts a variety of parent information nights, including but not limited to Financial Aid Night and Freshman Parent Orientation. Moreover, counselors annually schedule parent visits and workshops that include college information, financial aid, and graduation status.

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. The counseling team, our ELD coaches and Gear up , promotes and provides a multitude of Parental college guidance workshops for our parents to be informed about navigation of our high school and college and career pathways.

To ensure ongoing communication, Independence utilizes School Loop to provide parents with immediate access to their students' grades, attendance, school programs, and activities as well as to facilitate parent communication with staff members. Teleparent messages, in the student's home language, can be sent by teachers. Auto dialer messages, both all school and targeted messages, are delivered to homes on a weekly basis. Every six weeks Principal Castro-Stanley mails home a News Letter with the student's report card. Anyone interested in getting involved in the school should contact Becky Robles, at 408-928-9511.

Below is the current, full IHS Parent Involvement Policy:

This policy was developed with input from parents, students designated to be in the Title 1 program (Title 1 students/parents), and staff through our School Site Council (SSC). Title 1 Parents will receive a copy of this policy each year, available on our school website, and included in literature distributed during Parent Nights, and Back to School Night.

Involvement of Parents in the Title I Program

1. IHS holds an annual parent meeting during which Title 1 parents are given verbal and written descriptions of Title 1 requirements, and of their right to be involved in the program (English, Spanish, Vietnamese).
2. IHS offers a flexible number of meetings (English, Spanish, Vietnamese)
 - once per semester
 - more often when sufficient parents need or request an informative meeting
 - regular SSC and ELAC meetings always open to Title 1 Parents
3. We involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy.
 - Title 1 parents are informed of and encouraged to join SSC (translation provided upon request)
 - Title 1 parents are informed of and encouraged to join ELAC (translators present)
 - Both of these bodies oversee, discuss, and recommend changes to the use of Title 1 monies and the programs they fund
4. We provide Title I parents with timely information about Title I programs (3 languages).
 - SSC and ELAC regularly discuss the administration and progress of our Title 1 programs
 - Minutes from SSC and ELAC are available online, and as hard copy (upon request)
5. We provide Title I parents with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
 - Counselors describe (verbally and in writing) this information at parent meetings
 - Teachers provide descriptions of their coursework and expectations on course outlines
 - SSC features speakers/members who describe academic expectations for students
6. Title I parents have opportunities for regular meetings to participate in decisions relating to the education of their children
 - Teachers and administrators stand ready to meet with any parent to involve them in such decisions
 - SSC and ELAC provide an official forum in which large-scale decisions of this nature are made, with direct input from parent-members
 - o The Single Plan for Student Achievement (SPSA) is reviewed annually and reformulated with the input from each of these bodies

Community (parent/student/teacher) Learning Agreements

These are distributed to all parents each year, during Back to School Night. They are available in English, Spanish, and Vietnamese. This compact outlines how parents, the entire school staff, and students share responsibility for improved student achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency in California content standards. The agreement was developed through SSC, by parents (including Title 1 parents), along with input from elected Staff and Students. Among other things the agreement outlines:

1. The school's responsibility to provide high-quality curriculum and instruction
2. The parents' responsibility to support their children's learning
3. The importance of ongoing communication between parents and teachers through, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

Building Capacity for Involvement

IHS engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community, in the following ways:

1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - ELAC and SSC meetings discuss these things
 - Parent Meetings discuss these things
 - Teachers and Administrators discuss these in one-on-one meetings
 - Website and Newsletters include this information
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement
 - Training provided through ELAC
 - Handouts and Data presented at SSC
 - Informational handouts from Parent Meetings
3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners.
 - School Loop, email, and other forums for communication with parents
 - School Leadership encourages teachers to communicate and/or meet with parents
 - SSC and ELAC provides a link between parents and staff
 - Meaningful WASC and SPSA review by all staff (during specific collaboration periods) expound on the Title 1 and parental roles
4. Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
 - WASC and SPSA are monitored and updated regularly (as required)
 - o Reviewed by administrators, staff, and students
 - o Reviewed by ELAC and SSC members
 - o Efforts is made to streamline all efforts in a single direction to assure accomplishment of goals, and improvement in student achievement
5. Distributes to Title I parents information related to school and parent programs, meetings and other activities in a form and language that the parents understand, as referenced above
 - English/Spanish/Vietnamese Parent Meetings are held
 - Translation provided at ELAC meetings
 - Translation available upon request at SSC meetings
 - Most important and all pertinent documents provided in 3 languages for parents
 - Translation into most languages is sought for one-on-one parent meetings, when needed
6. Provides support for parental involvement activities requested by Title I parents
 - SSC uses the SPSA to allot monies to such activities
 - ELAC monitors and makes recommendations to SSC on this allotment
 - Both bodies, and indeed the leadership of IHS stand ready to discuss and support parental involvement activities for Title 1 parents

Accessibility

IHS provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents of students with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

- As noted above, meetings and printed materials are available in 3 major languages
- Special Education students and their parents are included in all opportunities and encouraged to participate in all collaborative meetings (ELAC, SSC, Parent Meetings)
- We have a strong Migrant Education program, and support is offered to students and parents on a regular basis
- ELAC is particularly active in providing involvement opportunities for parents of students with limited English proficiency

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRC: PIRC1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA. www.nationalpirc.org/directory/CA-7.html PIRC1, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parents training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at: www.bilingualeducation.org/programs_parent.php Workshops are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. CalPIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops and a Web site. Cal-PIRC will be funded through 2011. Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong. www.calpirc.org/

Regular review of This Policy

The SSC will revisit this policy as an agenda item at least once every two academic years. The purpose of this review is to assure that statements are up-to-date, and that the policy is serving the needs of Title 1 students and parents. If a majority of voting members feel that the policy is current and effective, it may be accepted in its present state. If a majority of members feel that changes should be made, they can be made and a vote held to accept the newly changed policy. As is always the case with school meetings, the presence and discussion from parents of any Title 1 student is welcome and encouraged.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	752
Gr. 10	802
Gr. 11	783
Gr. 12	821
Total	3,158

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.3
Asian	39.5
Filipino	19.3
Hispanic or Latino	32.7
Native Hawaiian/Pacific Islander	0.8
White	4.0
Two or More Races	0.4
Socioeconomically Disadvantaged	51.8
English Learners	45.4
Students with Disabilities	8.4

Average Class Size and Class Size Distribution												
Average Class Size	Number of Classrooms*											
	1-20			21-32			33+					
Year	11	12	13	11	12	13	11	12	13	11	12	13
English	27.5	28	23	34	27	29	63	58	52	50	51	58
Math	28.4	27.7	28	26	29	28	36	24	18	55	60	66
Science	31.8	31.2	31	5	9	10	30	17	30	54	58	60
SS	31.4	31.5	29	12	10	18	16	13	21	55	57	62

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	10-11	11-12	12-13
Suspensions Rate	8.51	13.52	3.70
Expulsions Rate	0.09	0.3	0.16
District	10-11	11-12	12-13
Suspensions Rate	11.87	15.53	5.05
Expulsions Rate	0.14	0.1	0.15

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Independence has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. This plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the Independence Safety Committee and reviewed by the District Safety Committee before it is presented to the East Side Union High School District Board of Trustees for adoption. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed and the results are communicated to all staff.

The Independence Safety Committee meets on a monthly basis to review safety data and to discuss solutions to potential safety problems. The committee assesses progress made on the annual goals and decides what the goals should be for the following year. The 2012-2013 Safety Goals were reviewed and evaluated in May of 2013. The current goals are reviewed every month, with a final assessment being reviewed by the East Side Union High School Board of Trustees the summer of 2014.

The 2013-2014 Safety Plan Goals for Independence High School are:

1. Decrease by 50% the number of incidents of bullying on campus
2. Decrease the truancy rate by 20%
3. Decrease the number of incidents of drug and alcohol use on campus by 20%
4. Decrease the incidents of theft and vandalism occurring on campus.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 2013

Overview

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

Cleaning Process and Schedule

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

Deferred Maintenance Budget

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

Age of School Buildings

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

Modernization Projects

During the 2004-2006 school year, local Measure A and Measure G funds and state matching funds were used to renovate existing facilities. The remodeling of the main gym was completed. In addition, the district has made every effort to renovate and comply with Title IV requirements. Independence has completed the renovation of the girl's and boy's locker rooms bringing them to ADA and Title IV standards. During the 2011-13 school years with the help of the remaining Measure G funds and additional funding from Measure E, our Olympic sized racing and diving pool have been upgraded, including a new filter system, diving boards and ADA lift. The Jim Plunkett/Lee Evans International Sports Stadium had new turf installed, and the track was re-paved. In addition, new sod has been installed in all of main fields. Future projects include a new visual arts complex, state of the art administration building and a renovated performing arts center. Technology continues to be a major focus for Independence. Monies will be dedicated to upgrading the computers and adding mobile labs. The entire campus is now wireless.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	Bldg A-5 & Bldg K: sewer issue but no comment reported. Action/plan-site to submit work order and M&O to schedule the work. Bldg E, Bldg F, Bldg M, and Main Gym: HVAC issue but no comment reported. Action/plan-site to submit work order and M&O to schedule the work.
Interior: Interior Surfaces	[]	[]	[X]	Bldg A-5,B-5, C-5, D-5, Bldg E, Bldg F, Bldg Q, restrooms: Interior surface issue but no comments reported. Action/plan-site to submit work order and M&O to schedule the work.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[X]	Tennis Courts & Parking lots: Cleanliness issue but no comments reported. Action/plan-site to submit work order and M&O to schedule the work. Stadium area: ground squirrels. Action/plan-site to submit work order and M&O to schedule the work. Football field, track area, soccer field, softball fields, baseball field and parking lots: pest issues but no comments reported. Action/plan-site to submit work order and M&O to schedule the work.
Electrical: Electrical	[]	[]	[X]	A-5 Restroom, Bldg. D-3, Bldg M, Main Gym, Stadium area, Tennis Courts, and Baseball Fields : Electrical issue but no comments reported. Action/plan-site to submit work order and M&O to schedule the work.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	Bldg A-1, Bldg A-5 Restroom, Bldg B-5 Restroom, Bldg E, and Bldg F, Bldg C-3, Bldg D-3, Bldg K, Bldg M, Small Gym, Stadium Area, Football Field, Tennis Courts and Track Area: Restroom, sink/fountain issues but no comments reported. Action/plan-site to submit work order and M&O to schedule the work.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	No items reported
Structural: Structural Damage, Roofs	[]	[X]	[]	No items reported
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	Bldg M, Small Gym, Main Gym, Tennis Courts, Basketball Courts, Track Area, Football Field, and Stadium Area: External issues but no comments reported. Action/plan-site to submit work order and M&O to schedule the work. Pedestrian Walkways: Uneven pavement at many sections on campus. Action/plan-site to submit work order and M&O to schedule the work.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[]	[X]

Teacher Credentials			
School	10-11	11-12	12-13
Fully Credentialed	148	122.5	123.4
Without Full Credential	1	1	.8
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	978
Without Full Credential	♦	♦	28

Teacher Misassignments and Vacant Teacher Positions at this School			
School	11-12	12-13	13-14
Teachers of English Learners	0	2	2
Total Teacher Misassignments	0	2	2
Vacant Teacher Positions	0	1	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during 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. New this year is that we have in place a staff development committee comprised of 6 staff members that were voted in by the entire staff. This committee is responsible for all of the implementation of the comprehensive staff development plan. This year's focus is training on the new Common Core Standards.

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 the rigorous Common Core 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 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.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.6	5.5
Districtwide		
All Schools	96.1	4.0
High-Poverty Schools	94.6	5.4
Low-Poverty Schools	97.4	2.6

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	789

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,737	\$1,063	\$5,674	\$80,956
District	♦	♦	\$5,727	\$77,737
State	♦	♦	\$5,537	\$71,584
Percent Difference: School Site/District			-0.9	2.3
Percent Difference: School Site/ State			-2.7	12.0

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 disadvantage students,

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 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 academic counseling That concentrates on our Avid ,ELd students and tittle.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,104	\$42,865
Mid-Range Teacher Salary	\$74,444	\$69,484
Highest Teacher Salary	\$95,445	\$89,290
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$119,946
Average Principal Salary (HS)	\$117,702	\$128,378
Superintendent Salary	\$217,392	\$202,664
Percent of District Budget		
Teacher Salaries	39.7%	36.8%
Administrative Salaries	3.5%	4.9%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2012

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002</p> <p>English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002</p> <p>English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000</p> <p>English 4 – “The Language of Literature World Literature” McDougal Littell 2002</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Algebra I – “Algebra 1” McDougal Littell 2007</p> <p>Geometry – “Geometry” McDougal Littell 2007</p> <p>Algebra II – “Algebra 2” McDougal Littell 2007</p> <p>Math Analysis – “Precalculus With Limits” Houghton Mifflin 2001</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations” Holt 2001, 03, 04</p> <p>Biology – “Biology: Web of Life; “Biology” Holt 1998, 1999, 2004</p> <p>Chemistry – “Chemistry: Connections to our Changing World” Prentice-Hall 2000, 02</p> <p>Physics – “Conceptual Physics” Addison-Wesley 1992, 99, 02, 06</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>World History – “Modern World History” McDougal-Littell 2003</p> <p>US History – “The American Vision” Glencoe 2006</p> <p>American Government – “Magruder’s American Government” Prentice Hall 1997</p> <p>American Government – “We The People” Center for Civic Education 2002</p> <p>Economics – “Holt Economics” Holt 2003</p>
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Health</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Visual and Performing Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Science Laboratory Equipment</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Science labs are adequately equipped</p>

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- **California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	49	52	52	49	50	52	54	56	55
Math	28	27	22	30	29	28	49	50	50
Science	56	56	55	50	52	52	57	60	59
H-SS	48	48	50	43	43	45	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	52	28	52	45
All Student at the School	52	22	55	50
Male	47	21	55	51
Female	58	23	55	48
Black or African American	42	12	43	27
American Indian or Alaska Native				
Asian	66	40	69	65
Filipino	54	14	56	53
Hispanic or Latino	34	8	35	30
Native Hawaiian/Pacific Islander	42			
White	56	20	59	44
Two or More Races	59	19		69
Socioeconomically Disadvantaged	44	20	48	42
English Learners	10	15	8	8
Students with Disabilities	11	4	13	15
Students Receiving Migrant Education Services	38		36	29

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	14.2	34.3	35.3

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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.

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. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	7	3	-8
Black or African American			
American Indian or Alaska Native			
Asian	10	-6	-5
Filipino	11	11	-32
Hispanic or Latino	-18	9	7
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	9	2	-3
English Learners	1	15	42
Students with Disabilities			58

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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	6	6	6
Similar Schools	5	3	4

Federal Intervention Program (School Year 2013-14)

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	13	
Percent of Schools Currently in Program Improvement	81.3	

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	2,133	16,556	4,655,989
	API-G	765	751	790
Black or African American	Students	53	519	296,463
	API-G	656	661	708
American Indian or Alaska Native	Students	5	62	30,394
	API-G		694	743
Asian	Students	846	5,336	406,527
	API-G	840	863	906
Filipino	Students	421	1,445	121,054
	API-G	770	793	867
Hispanic or Latino	Students	695	7,488	2,438,951
	API-G	655	662	744
Native Hawaiian/Pacific Islander	Students	13	105	25,351
	API-G	756	679	774
White	Students	88	1,278	1,200,127
	API-G	734	791	853
Two or More Races	Students	12	305	125,025
	API-G	816	799	824
Socioeconomically Disadvantaged	Students	1,129	8,310	2,774,640
	API-G	726	701	743
English Learners	Students	1,244	8,673	1,482,316
	API-G	739	730	721
Students with Disabilities	Students	171	1,515	527,476
	API-G	466	466	615

Adequate Yearly Progress

The federal ESEA 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, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	Yes	Yes

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 UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	653	5,412	418,598
Black or African American	18	198	28,078
American Indian or Alaska Native		11	3,123
Asian	293	1765	41,700
Filipino	159	524	12,745
Hispanic or Latino	163	2345	193,516
Native Hawaiian/Pacific Islander	3	43	2,585
White	16	460	127,801
Two or More Races	1	52	6,790
Socioeconomically Disadvantaged	339	2820	217,915
English Learners	238	1714	93,297
Students with Disabilities	37	361	31,683

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Dropout Rate (1-year)	13.90	15.00	13.30
Graduation Rate	77.66	82.17	81.90
District			
Dropout Rate (1-year)	17.50	17.40	14.80
Graduation Rate	80.92	77.13	80.10
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

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 to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
English-Language Arts	55	52	52
Mathematics	64	60	60
District			
English-Language Arts	55	54	56
Mathematics	61	61	63
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	6	---
Mathematics	6	---
Science	4	---
Social Science	4	---
All courses	22	6.4

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	44	22	34	37	33	30
All Students at the School	48	19	33	40	35	25
Male	54	20	27	39	36	25
Female	42	18	40	40	34	26
Black or African American	53	41	6	65	35	
American Indian or Alaska Native						
Asian	33	19	48	18	37	45
Filipino	46	17	37	38	47	16
Hispanic or Latino	70	16	14	64	25	11
Native Hawaiian/Pacific Islander						
White	45	26	29	55	29	17
Two or More Races						
Socioeconomically Disadvantaged	57	18	25	47	30	23
English Learners	95	3	1	74	21	6
Students with Disabilities	89	6	5	86	12	2
Students Receiving Migrant Education Services	73	18	9	82	9	9

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	918
Percent of pupils completing a CTE program and earning a high school diploma	88%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	33%

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	78.3
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	38.9

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Independence High School offers courses intended to help students prepare for the world of work. These career technical education courses (CTE) are open to all students. In addition to the courses offered at Independence, junior and senior students also have the opportunity to participate in the Central County Occupational Center (CCOC) and ROP. The programs Independence offers are in the area of: Finance and Business, Information Technology, Teaching Academy, Automotive Technology, Electronics Academy, and Carpentry.