

# Independence High School

1776 Educational Park Dr. • San Jose, CA, 95133-1703 • 408.928.9511 • Grades 9-12

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### **East Side Union High School District**

830 N. Capitol Avenue  
San Jose, CA 95133  
(408) 347-5000  
www.esuhsd.org

### **District Governing Board**

Frank Biehl

J. Manuel Herrera

Van Thi Le

Magdalena Carrasco

Lan Nguyen

### **District Administration**

Chris D. Funk  
**Superintendent**

Juan Cruz  
**Associate Superintendent  
Educational Services**

Marcus Battle  
**Associate Superintendent  
Business Services**

Cari Vaeth  
**Associate Superintendent  
Human Resources**

### **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. This is achieved by providing high-quality classroom education, and a program of A-G coursework that assures that all students will be prepared for college and other post-secondary education. Staff development collaboration time is focused greatly on fully implementing national Common Core Standards, to assure that our students will be fully college-ready, and that our already high graduation rate will continue to grow. A variety of after school tutoring programs (Goodwill grant), math recovery, and individually arranged tutorials to provide extra help so all students can excel. Performing arts, athletics, and many student clubs provide avenues of support for students to develop mentally, socially, emotionally, and physically. Our new administrative and counseling offices are easy for students and parents to find, and enable staff members to collaborate in helping students more efficiently and fully. Also located in our new office space are the Foothill Health Clinic, and the Student Innovative center where many students study. The new I-Cafe located therein raises money for the Associate Student Body, and provides a comfortable place for students to relax and study both before and after school. Every member of our counseling and administrative staff are committed to addressing student needs in the most beneficial ways. Our student support services center provides on-site counseling for non-academic matters, in order to address the whole student. Our 2012-13 WASC Action Plan and our 2014 Single Plan for Student Achievement address many of the above programs in greater detail. Throughout all of this we remain mindful that it is our school's policy to not discriminate on the basis of sex, religion, race, national origin, sexual orientation, or disability. In these ways we provide an environment that is both challenging and nurturing for all students.

## 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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at 408.928.9511.

**2013-14 Student Enrollment by Grade Level**

Grade Level	Number of Students
Gr. 9	736
Gr. 10	749
Gr. 11	788
Gr. 12	781
<b>Total</b>	<b>3,054</b>

**2013-14 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.2
Asian	38.9
Filipino	19.0
Hispanic or Latino	34.1
Native Hawaiian/Pacific Islander	0.7
White	3.7
Two or More Races	0.8
Socioeconomically Disadvantaged	61.3
English Learners	17.6
Students with Disabilities	8.4

## A. Conditions of Learning

### State Priority: Basic

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

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

**Teacher Credentials**

Independence High School	12-13	13-14	14-15
<b>Fully Credentialed</b>	123.4	128	117
<b>Without Full Credential</b>	.8	1	4
<b>Teaching Outside Subject Area of Competence</b>	0	0	2
East Side Union High School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	◆	◆	949
<b>Without Full Credential</b>	◆	◆	32
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	5

**Teacher Misassignments and Vacant Teacher Positions at this School**

Independence High School	12-13	13-14	14-15
<b>Teachers of English Learners</b>	2	2	1
<b>Total Teacher Misassignments</b>	2	2	3
<b>Vacant Teacher Positions</b>	1	0	3

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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
<b>This School</b>	96.49	3.51
Districtwide		
<b>All Schools</b>	96.57	3.43
<b>High-Poverty Schools</b>	95.73	4.27
<b>Low-Poverty Schools</b>	98.84	1.16

\* 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 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></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>ERWC (English 4)-- Expository Reading and Writing Course Student Reader</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Mathematics Vision Project, Secondary Math 1, 2012</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 2012</p>
<p><b>Science</b></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 – CK-12 ESUHSD Flexbook 2014</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><b>History-Social Science</b></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><b>Foreign Language</b></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><b>Health</b></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><b>Visual and Performing Arts</b></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><b>Science Laboratory Equipment</b></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>

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**Overview**

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

**Cleaning Process and Schedule**

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

**Deferred Maintenance Budget**

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

**Age of School Buildings**

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

**Modernization Projects**

Administration building has been moved from Educational Park Drive to the two N buildings on the Jackson Avenue Side of campus, for community convenience and greater parent access. Services for administration, attendance, and health are centralized in the N-01 building. The N-02 Building now centralizes academic counseling, provides a space for students to seek help from the Dean of Students, and a large, multi-use tutorial space called the Student Innovative Center.

The Theater is currently under renovation with a projected opening date in 2015. The Art Department will reside in the old B villa, which will be renovated in 2016.

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 (Most Recent Year)**  
**Year and month in which data were collected: July 2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[ ]	[X]	Bld A & B Villa Restrm Boys: item noted but no details provided-Action/plan-Site to submit work order and M&O to schedule the work. Bld A1: areas need A/C service-Action/plan-Site to submit work order and M&O to schedule the work. Bld M3: A/C does not work in M54-Work has been completed. Bld P Main Gymnasium: no A/C. This building never had A/C.-no action required.
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	Baseball Complex: major squirrel infestation-Exterminator has addressed the situation.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[ ]	[X]	Bld P Main Gymnasium: roaches-Action/plan-Site to submit work order and M&O to schedule the work. Bld Q Locker Rm Boys, Bld R Locker Rm Girls & Bld S Gymnasium Small: roaches are visable-Action/plan-Site to submit work order and M&O to schedule the work. Field Complex (Baseball East, Soccer, Softball North): squirrel infestation-Action/plan-Site to submit work order and M&O to schedule the work. Landscape/Hardscape: squirrel infestation-Action/plan-Site to submit work order and M&O to schedule the work. Parking Lots, Sand Volleyball Courts, Softball Complex South & Stadium: squirrel infestation-Action/plan-Site to submit work order and M&O to schedule the work. Tennis Courts: item noted but no details provided-Action/plan-Site to submit work order and M&O to schedule the work.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: July 2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	Baseball Complex: item noted but no specifics-Action/plan-Site to submit work order and M&O to schedule the work. Bld A, B, C & D Villa Restrm Boys & Bld A Villa Restrm Girls: hand dryers need service-Action/plan-Site to submit work order and M&O to schedule the work. Bld A1: A commons need canister lighting electrical repaired-Action/plan-Site to submit work order and M&O to schedule the work. Field Complex (Baseball East, Soccer, Softball North): scoreboard needs electrical work/service-Action/plan-Site to submit work order and M&O to schedule the work. Stadium: electrical on 50 yard line not connected-Action/plan-Site to submit work order and M&O to schedule the work. Tennis Courts: item noted but no details provided-Action/plan-Site to submit work order and M&O to schedule the work.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Bld A, B, C, D Villa Restrm Boys: faucets need service-Action/plan-Site to submit work order and M&O to schedule the work. Bld A Villa Restrm Girls: item noted but no specifics-Action/plan-Site to submit work order and M&O to schedule the work. Bld A1: restrooms need floor covering replaced-Action/plan-Site to submit work order and M&O to schedule the work. Bld D1: D05/D06 restrooms need floor coverings replaced-Action/plan-Site to submit work order and M&O to schedule the work. Bld L5 Kitchen: toilet needs to be replaced-Action/plan-Site to submit work order and M&O to schedule the work. Landscape/Hardscape: drinking fountains need service-Action/plan-Site to submit work order and M&O to schedule the work. Tennis Courts: item noted but no details provided-Action/plan-Site to submit work order and M&O to schedule the work.
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[ ]	[X]	Bld A Villa Restrm Girls: item noted but no details provided-Action/plan-Site to submit work order and M&O to schedule the work.
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	No items reported

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: July 2014**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]		Baseball Complex: squirrel issue-see interior surfaces. Bld J: pexiglass is scratched on all windows (D)-Action/plan-Site to submit work order and M&O to schedule the work. Bld P Main Gymnasium: missing several bleacher seats/parts-bleachers need service-safety-Action/plan-Site to submit work order and M&O to schedule the work. Landscape/Hardscape: many areas need asphalt replaced, uneven payment-Action/plan-Site to submit work order and M&O to schedule the work.
Overall Rating	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	[ ]	[ ]	[ ]	[X]	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	56	55	53	52	52	53	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	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
HSS	48	48	50	43	43	45	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	6	6	5
Similar Schools	3	4	4

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.5	32.7	32.0

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

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	53
All Student at the School	53
Male	54
Female	53
Black or African American	53
American Indian or Alaska Native	
Asian	64
Filipino	61
Hispanic or Latino	36
Native Hawaiian/Pacific Islander	
White	71
Two or More Races	
Socioeconomically Disadvantaged	46
English Learners	8
Students with Disabilities	16
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

#### 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	-31
Hispanic or Latino	-18	9	7
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	9	2	-5
English Learners	1	15	-50
Students with Disabilities			57

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement

Our Parent Center fosters a collaborative relationship between students, families, and our school. It provides resources and monthly workshops for parents and guardians to ensure academic achievement and success in school and in life. Parents are invited to participate in the English Learner Advisory Committee (ELAC), and School Site Council (SSC). In these ways parents can effect school policy and the use of public funds in ways that most positively impact their students. SSC meets in the N administration building at 5:45, on the first Tuesday of each month while school is in session. Voting members are elected annually, and all parents are able to self nominate and run, but meetings are open to the public, and public discussion is encouraged. We are always looking to increase the avenues of parent involvement, and are eager to hear from any parent who would like a greater role in their child's education.

Parent & Community Involvement Specialist Maggie Rodriguez is eager to engage parents, assure online SchoolLoop access, and to increase participation of parents in ways that positively effect students. She can be emailed at [Rodriguezm@esuhsd.org](mailto:Rodriguezm@esuhsd.org), or called at (408) 928-9541.

### State Priority: School Climate

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

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

### School Safety Plan

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

The Independence Safety Committee meets on a monthly basis to review safety data and to discuss solutions to potential safety problems. The committee assesses progress made on the annual goals and decides what the goals should be for the following year. The 2013-2014 Safety Goals were reviewed and evaluated in May of 2014. 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: Train staff on bullying prevention.
- 2: School-wide Anti-Bullying lesson.
- 3: Provide and monitor an anonymous tip hotline and reporting mechanism on school website.
- 4: Increase supervision in areas of campus where bullying is likely to occur.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	8.3	4.6	5.2
Expulsions Rate	0.3	0.1	0.2
District	11-12	12-13	13-14
Suspensions Rate	5.4	4.2	4.5
Expulsions Rate	0.1	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.



## D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
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	Yes	Yes

2014-15 Federal Intervention Program		
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	16	
Percent of Schools Currently in Program Improvement	84.2	

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	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	782

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

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	28	27	29	27	29	18	58	52	34	51	58	67
Math	27.7	28	29	29	28	26	24	18	14	60	66	65
Science	31.2	31	31	9	10	12	17	30	13	58	60	66
SS	31.5	29	30	10	18	15	13	21	8	57	62	70

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,104	\$42,957
Mid-Range Teacher Salary	\$74,444	\$69,613
Highest Teacher Salary	\$95,445	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$120,526
Average Principal Salary (HS)	\$128,614	\$129,506
Superintendent Salary	\$235,000	\$207,044
Percent of District Budget		
Teacher Salaries	39	37
Administrative Salaries	4	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,832	\$1,162	\$5,670	\$78,466
District	♦	♦	\$5,722	\$76,437
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			-0.9	0.9
Percent Difference: School Site/ State			2.4	9.6

### **Types of Services Funded at Independence High School**

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 Title One. Money has been allocated to the acquisition of student computers and related technologies (smart boards, document cameras, iPads, etc.) that will be used by students or directly for students. Additional resource periods for instructional coaching to benefit students has also been implemented.

### **Professional Development provided for Teachers at Independence High School**

The Independence High School Professional Development Team is working in the direction of increasing rigor in instruction with three foci; reading skills, writing skills and application of technology to support Common Core implementation. We have developed a mission and vision statement as a school and for each department. As a school we are reflecting how we teach our students by making instructional shifts. To support our staff we are planning trainings for Data Driven Instruction, Backwards Mapping, Cooperative Learning Strategies, Inquiry/questioning techniques, Rigorous Rubric Development, and No Opt Out Strategies. Time is also allotted for staff to create and implement lessons that are at least level 3 rigor of Webb's Depth of Knowledge. For reference we using the Hess Cognitive Rigor Matrix as it addresses the Blooms taxonomy and Webb's Depth of Knowledge.

**2013-14 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	45	23	32	38	33	30
All Students at the School	46	23	31	37	38	25
Male	51	23	25	40	35	25
Female	40	23	37	35	40	25
Black or African American	63	26	11	45	55	
American Indian or Alaska Native						
Asian	35	24	41	17	38	44
Filipino	35	23	42	33	46	20
Hispanic or Latino	63	22	15	59	30	11
Native Hawaiian/Pacific Islander						
White	31	31	38	28	41	31
Two or More Races						
Socioeconomically Disadvantaged	53	22	25	41	39	20
English Learners	98	2		77	19	3
Students with Disabilities	95	3	2	84	13	3
Students Receiving Migrant Education Services						

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

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Independence High School	2011-12	2012-13	2013-14
English-Language Arts	52	52	54
Mathematics	60	60	63
East Side Union High School District	2011-12	2012-13	2013-14
English-Language Arts	54	56	50
Mathematics	61	63	56
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	81.73	82.21	84.56
Black or African American	80.95	79.72	75.90
American Indian or Alaska Native	100.00	62.96	77.82
Asian	90.36	92.55	92.94
Filipino	92.35	90.53	92.20
Hispanic or Latino	58.95	73.24	80.83
Native Hawaiian/Pacific Islander	83.33	86.67	84.06
White	92.31	88.08	90.15
Two or More Races	0.00	88.46	89.03
Socioeconomically Disadvantaged	78.23	75.66	82.58
English Learners	53.29	55.53	53.68
Students with Disabilities	58.46	59.46	60.31

Dropout Rate and Graduation Rate			
<b>Independence High School</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	15.0	13.3	10.4
Graduation Rate	81.90	81.43	85.85
<b>East Side Union High School District</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	17.4	14.8	13.5
Graduation Rate	77.13	80.11	81.95
<b>California</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	5	♦
Fine and Performing Arts		♦
Foreign Language	6	♦
Mathematics	10	♦
Science	9	♦
Social Science	12	♦
<b>All courses</b>	<b>42</b>	<b>0.5</b>

\* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	78.90
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	44.11

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	886
% of pupils completing a CTE program and earning a high school diploma	95%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

### Career Technical Education Programs

Independence High School offers courses intended to help students prepare for the world of work. These career technical education courses (CTE) are open to all students. In addition to the courses offered at Independence, junior and senior students also have the opportunity to participate in the 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. With the focus on Common Core Standards there is heavy concentration on College-to-Career education.