



Independence High School

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

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<https://ihs.schoolloop.com/>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



East Side Union High School District

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District Governing Board

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Educational Services

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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. Independence High School boasts nearly 3000 students on 109 acres. Our newly renovated theater opened in the 2016 spring semester, and will again be home to our acclaimed performing groups such as Independence, school bands, orchestra, drama class and many others. Our new art facility opened in August to welcome our students. We have added many new Advanced Placement courses and are incorporating the 5-C's into the teaching and learning on campus, so that all students will be college and career ready upon graduation. Through a grant from Goodwill we are able to provide an extensive after-school program that includes a variety of types of academic tutoring, physical fitness, and artistic engagement; and is accompanied by a full, hot meal for students. We continue to host very diverse and successful athletic teams and many school clubs, including those devoted to honoring the cultures of those who live in our area. Independence High School is a cultural center and a gem in the east side of San Jose.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	694
Grade 10	810
Grade 11	719
Grade 12	745
Total Enrollment	2,968

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.3
Asian	38.3
Filipino	18.3
Hispanic or Latino	35.6
Native Hawaiian or Pacific Islander	0.5
White	3.4
Two or More Races	0.9
Socioeconomically Disadvantaged	59.7
English Learners	17.9
Students with Disabilities	9.7
Foster Youth	0.6

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	14-15	15-16	16-17
With Full Credential	117	118	120
Without Full Credential	4	8	8
Teaching Outside Subject Area of Competence	2	0	0
East Side Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	1016.6
Without Full Credential	♦	♦	51.7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Independence High School	14-15	15-16	16-17
Teachers of English Learners	1	8	0
Total Teacher Misassignments	3	8	0
Vacant Teacher Positions	3	3	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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 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	92.7	7.3
Districtwide		
All Schools	95.3	4.7
High-Poverty Schools	94.9	5.1
Low-Poverty Schools	96.2	3.8

* 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 2016-17)

Independence High School utilizes textbooks and instructional materials approved and adopted through our IPC. These materials most directly support standards-based teaching aligned with common core teaching.

Textbooks and Instructional Materials Year and month in which data were collected: October 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English 1 – “The Language of Literature ” Grade 9 McDougal Littell 2002 English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000 ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 2 – "SpringBoard Integrated Mathematics II," College Board 2017 CCSS Math 3 – "SpringBoard Integrated Mathematics III," College Board 2017 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Forensics- Criminalistics: An Introduction to Forensic Science, Prentice Hall 2004 Biology – CK-12 ESUHSD Flexbook 2016 Chemistry – “Chemistry: Connections to our Changing World” Prentice-Hall 2000, 02 Physics – “Conceptual Physics” Addison-Wesley 1992, 99, 02, 06 A Hands on Introduction to Forensic sScience 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006 American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – “Econ Alive! The Power to Choose" TCI 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Science labs are adequately equipped The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

The renovated theater returned to use by Independence High School in December, 2015. This will be a boost for our performing arts program, which has been a cornerstone of our school for decades. A new Visual Arts Center is in use and still being completed. The N-1 front office and health clinic, as well as the N-2 counseling center and tutorial/student-innovation spaces are proving to be very effective ways for students and parents to seek and receive the help that they need.

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: May 2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Bld B Villa Restrm Boys, Bld A1: item noted but no details. Action/plan-Site to submit work order.
Interior: Interior Surfaces	X			No items noted
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Bld B Villa Restrm Boys, Baseball Complex, Bld E Music, Bld G1, Bld G2, Bld G3, Bld G4: item noted but no detail. Action/plan-Site to submit work order. Field Complex (Baseball East, Soccer, Softball North), Landscape Hardscape, Parking Lots, Sand Volleyball Courts, Softball Complex South: goundhogs/squirrels. Action/plan-Site to submit work order.
Electrical: Electrical	X			Baseball Complex: item noted but no details. Action/plan-Site to submit work order. Bld C1: Lights won't dim or shut off in the C-Commons and hot water heater needs to be replaced (located behind garage area and supplying C-05 kitchenette and restrooms. Action/plan-Site to submit work order. Softball Complex South: no details noted. Action/plan-Site to submit work order.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: May 2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				Bld B Villa Restrm Boys: item noted but no detail. Action/plan-Site to submit work order. Bld C1: Lights won't dim or shut off in the C-Commons and hot water heater needs to be replaced (located behind garage area and supplying C-05 kitchenette and restrooms. Action/plan-Site to submit work order. Bld Q Locker Rm Boys: item noted but no detail. Action/plan-Site to submit work order. Tennis Courts: no details noted. Action/plan-Site to submit work order.
Safety: Fire Safety, Hazardous Materials	X				No item noted
Structural: Structural Damage, Roofs	X				Bld B3: item noted but no detail. Action/plan-Site to submit work order. Bld F Theater: Roof leak which causes water to collect in the lobby as well as the dance studio. Action/plan-Site to submit work order. Landscape Hardscape: squirrels. Action/plan-Site to submit work order.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				No items reported
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	52	50	49	54	50	49	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	14.4	30.4	35.3

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	60	64	59	61	44	48
Math	36	36	37	38	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	824	768	93.2	49.1
Male	426	397	93.2	49.6
Female	398	371	93.2	48.5
Black or African American	18	15	83.3	20.0
Asian	311	307	98.7	63.8
Filipino	144	142	98.6	45.1
Hispanic or Latino	308	268	87.0	34.3
White	29	25	86.2	60.0
Socioeconomically Disadvantaged	491	448	91.2	44.0
English Learners	199	183	92.0	15.3
Students with Disabilities	78	65	83.3	10.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	728	674	92.6	63.8
Male	11	380	348	91.6	59.6
Female	11	348	326	93.7	68.1
Black or African American	11	24	21	87.5	65.0
Asian	11	287	278	96.9	73.0
Filipino	11	132	129	97.7	64.6
Hispanic or Latino	11	255	219	85.9	50.9
White	11	20	18	90.0	76.5
Socioeconomically Disadvantaged	11	439	407	92.7	58.6
English Learners	11	116	100	86.2	8.2
Students with Disabilities	11	72	58	80.6	9.1

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students 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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	728	669	91.9	35.7
Male	11	380	346	91.0	32.5
Female	11	348	323	92.8	39.0
Black or African American	11	24	21	87.5	20.0
Asian	11	287	278	96.9	58.1
Filipino	11	132	128	97.0	28.8
Hispanic or Latino	11	255	216	84.7	12.3
White	11	20	17	85.0	23.5
Socioeconomically Disadvantaged	11	439	406	92.5	32.8
English Learners	11	116	99	85.3	9.7
Students with Disabilities	11	72	53	73.6	1.9

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students 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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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, 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. Following the currently-approved 2016-17 Safety Plan Annual Goal Assessment, our 2016-17 Safety Goals are to:

- 1: Increase the reporting of bullying incidents by 15%, with 100% resolution
- 2: Increase attendance rate to 97%
- 3: Decrease the number of drug and alcohol related incidents by 10%

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	5.2	3.6	4.0
Expulsions Rate	0.2	0.0	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	4.5	3.5	3.8
Expulsions Rate	0.1	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	15	
Percent of Schools Currently in Program Improvement	78.9	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	589.4

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	29	29	26	18	21	35	34	53	8	67	50	7
Mathematics	29	31	28	26	14	17	14	13	54	65	57	29
Science	31	31	29	12	13	13	13	11	47	66	72	33
Social Science	30	30	29	15	13	12	8	21	40	70	56	40

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

Professional Development provided for Teachers

For the 2016-17 school year the Independence High School Professional Development Team continues to meet, plan, and deliver a variety of collaborative and learning-opportunities to help drive instruction firmly toward common core practice. This is most notably accomplished through use of the Depth of Knowledge III rubric, and by incorporation of the 5 C's (Civic Engagement, Collaboration, Communication, Creativity, and Critical Thinking & Problem Solving) into what we have named our Declarations of Independence.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,847	\$46,184
Mid-Range Teacher Salary	\$85,132	\$75,179
Highest Teacher Salary	\$105,058	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$124,243
Average Principal Salary (HS)	\$140,146	\$137,939
Superintendent Salary	\$251,562	\$217,637
Percent of District Budget		
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,500	\$1,087	\$6,413	\$87,601
District	♦	♦	\$6,960	\$84,725
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			-7.9	8.3
Percent Difference: School Site/ State			19.9	16.9

* Cells with ♦ do not require data.

Types of Services Funded

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,

From these funds the following programs are being funded:

Read 180 Program

Recovery Math program that is focused on students passing CCSS Math 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, computers, software, etc.) that will be used by students or directly for students. Additional resource periods for instructional coaching to benefit students has also been implemented.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Independence High School	2011-12	2013-14	2014-15
Dropout Rate	10.40	12.00	9.40
Graduation Rate	85.85	84.73	85.49
East Side Union High School District	2011-12	2013-14	2014-15
Dropout Rate	13.50	12.00	11.70
Graduation Rate	81.95	82.86	83.03
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

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%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	98.3
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	40.5

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	2	♦
Fine and Performing Arts	1	♦
Foreign Language	5	♦
Mathematics	3	♦
Science	6	♦
Social Science	5	♦
All courses	23	24

Completion of High School Graduation Requirements

Group	Graduating Class of 2015		
	School	District	State
All Students	86	83	86
Black or African American	76	78	78
American Indian or Alaska Native	100	67	78
Asian	92	94	93
Filipino	93	92	93
Hispanic or Latino	73	74	83
Native Hawaiian/Pacific Islander	83	79	85
White	86	90	91
Two or More Races	67	91	89
Socioeconomically Disadvantaged	74	66	66
English Learners	53	55	54
Students with Disabilities	84	78	78

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 Silicon Valley Career Technical Center (SV-CTE) 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.

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.