

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

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.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

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

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2011–12)

School		District	
<b>School Name</b>	Independence High	<b>District Name</b>	East Side Union High
<b>Street</b>	1776 Educational Park Dr.	<b>Phone Number</b>	(408) 347-5000
<b>City, State, Zip</b>	San Jose, CA, 95133-1703	<b>Web Site</b>	www.esuhdsd.org
<b>Phone Number</b>	(408) 928-9500	<b>Superintendent</b>	Dan Moser
<b>Principal</b>	Grettel Castro-Stanley, Principal	<b>E-mail Address</b>	moserd@esuhdsd.org
<b>E-mail Address</b>	castrostanleyg@esuhdsd.org	<b>CDS Code</b>	43694274330031

### School Description and Mission Statement (School Year 2010–11)

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

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

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

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

## Opportunities for Parental Involvement (School Year 2010–11)

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

Anyone interested in getting involved in the school should contact Becky Robles, at 408-928-9511.

## Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Grade 9	853	Grade 11	818
Grade 10	874	Grade 12	864
		<b>Total Enrollment</b>	3,409

## Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	3.5%
American Indian or Alaska Native	0.3%
Asian	37.6%
Filipino	19.6%
Hispanic or Latino	34.6%

<b>Native Hawaiian or Pacific Islander</b>	0.7%
<b>White</b>	3.4%
<b>Two or More Races</b>	0.1%
<b>Socioeconomically Disadvantaged</b>	55.0%
<b>English Learners</b>	57.8%
<b>Students with Disabilities</b>	6.7%

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	26.1	42	102	2	28.0	19	83	20	27.5	34	63	50
<b>Mathematics</b>	24.8	50	70	16	29.3	17	48	47	28.4	26	36	55
<b>Science</b>	27.7	11	80	2	32.6	1	26	60	31.8	5	30	54
<b>Social Science</b>	28.5	8	80	5	32.3	0	32	53	31.4	12	16	55

\* 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.

## III. School Climate

### School Safety Plan (School Year 2010–11)

Independence High School has a School Safety Committee made up of administrators, teachers, advisors, students, parents and community members. The School Safety Plan is reviewed each year by this committee. The most recent review took place on November 9<sup>th</sup>, 2011

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

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

safety of all of our students and staff.

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

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

- Behavior policy
- Rules and regulations
- Dress code policy
- Protocols for safety/emergency drills
- Tardy policy
- Attendance policy
- Referral process
- Partnership with community agencies, City of San Jose, San Jose Police Department, and other agencies and groups that offer support services
- Safety team
- Multi-service team

### Suspensions and Expulsions

Rate	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
<b>Suspensions</b>	13.5	6.0	8.5	16.9	12.5	12.4
<b>Expulsions</b>	0.2	0.1	0.1	0.1	0.2	0.1

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011-12)

#### Overview

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

#### Cleaning Process and Schedule

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

#### Deferred Maintenance Budget

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

### Age of School Buildings

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

### 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 is complete. In addition, remodeling of each of the four villa classrooms was completed in the Fall of 2006. Further, several restroom areas on the campus have been modernized.

During the 2011-12 school year, local Measure E funds will be used to renovate the theatre, the football field and the rest of the building that were not renovated through the earlier Measures. In addition, the district has made every effort to renovate and comply with Title IV requirements. Independence will has completed the renovation of the girl's and boy's locker rooms bringing them to ADA and Title IV standards. Technology continues to be a major focus for Independence. Monies will be dedicated to upgrading the infrastructure for computers and we'll be upgrading to state of the art equipment in all classrooms. Currently, wireless access points are being added throughout the school.

### School Facility Good Repair Status (School Year 2011–12)

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	80%	20%		Mechanical systems will be replace in the A and B commons by 2013
Windows/Doors/Gates (interior and exterior)	x			The locker room doors need to be replaced. Will be done in summer of 2011.
Interior Surfaces (walls, floors, and ceilings)	x			Some flooring will be replaced in the summer of 2012.
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			We spray both locker rooms for pest monthly
Drinking Fountains (inside and outside)		x		We work on drinking fountains when needed.
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			Track will be resurfaced by 2013. Will be repairing asphalt and seal coating the next three summers student parking lot, walkways, staff parking lot and basketball court
Other Athletic Fields		x		The football field will be replaced with artificial turf by 2013. Will be receiving multiuse field summer of 2012.
<b>Overall Rating</b>	x			

## V. Teachers

### Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	151	152	148	1051
Without Full Credential	9	6	1	29
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	1	0	0

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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

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* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	95.68%	4.32%
All Schools in District	96.64%	3.36%
High-Poverty Schools in District	95.73%	4.27%
Low-Poverty Schools in	98.94%	1.06%

<b>District</b>		
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Note: 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.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	4.0	852
<b>Counselor (Social/Behavioral or Career Development)</b>	3.0	
<b>Library Media Teacher (librarian)</b>	0.2	
<b>Library Media Services Staff (paraprofessional)</b>	0	
<b>Psychologist</b>	0	
<b>Social Worker</b>	0	
<b>Nurse</b>	0	
<b>Speech/Language/Hearing Specialist</b>	0	
<b>Resource Specialist (non-teaching)</b>	0	
<b>Other</b>	0	

Note: Cells shaded in black do not require data.

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

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 2011**



Core curriculum area and textbook in use by course	Publisher	Year Published	Percent of Pupils Who Lack Their Own Assigned Textbooks, Instructional Materials or Science Lab Equipment	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
<b>ENGLISH/LANGUAGE ARTS</b>				
English 1 – “The Language of Literature ” Grade 9	McDougal Littell	2002	0	YES
English 2 – “The Language of Literature” Grade 10	McDougal Littell	2002	0	YES
English 3 – “Timeless Voices Timeless Themes Am. Experience”	Prentice Hall	2000	0	YES
English 4 – “The Language of Literature” World Literature	McDougal Littell	2002	0	YES
<b>MATH</b>				
Algebra I – “Algebra 1”	McDougal Littell	2007	0	YES
Geometry – “Geometry”	McDougal Littell	2007	0	YES
Algebra II – “Algebra 2”	McDougal Littell	2007	0	YES
Math Analysis – “Precalculus With Limits”	Houghton Mifflin	2001	0	YES
<b>SCIENCE</b>				
Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations”	Holt	2001, 03, 04	0	YES
Biology – “Biology: Web of Life; Holt Biology”	Holt	1998, 99, 04	0	YES
Chemistry – “Chemistry: Connections to our Changing World”	Prentice-Hall	2000, 02	0	YES
Physics – “Conceptual Physics”	Addison-Wesley	1992, 99, 02, 06	0	YES
<b>SOCIAL SCIENCE</b>				
World History – “ Modern World History”	McDougal-Littell	2003	0	YES
US History – “The American Vision”	Glencoe	2006	0	YES
American Government – “Magruder’s American Government”	Prentice Hall	1997	0	YES

American Government – “We The People”	Center for Civic Education	2002	0	YES
Curriculum area	Quality, Currency, and Availability of Textbooks and Instructional Materials		Percent of Pupils Who Lack Their Own Assigned Textbooks, Instructional Materials or Science Lab Equipment	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
FOREIGN LANGUAGE	Textbooks and Instructional Materials in use are standards aligned and officially adopted		0	YES
HEALTH SCIENCES	Textbooks and Instructional Materials in use are standards aligned and officially adopted		0	YES
VISUAL AND PERFORMING ARTS	Textbooks and Instructional Materials in use are standards aligned and officially adopted		0	YES
SCIENCE LABORATORY EQUIPMENT	Science labs are adequately equipped		0	YES

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,959	\$1,420	\$5,539	\$79,681
District			\$5,403	\$72,832
Percent Difference – School Site and District			2.5%	8.6%
State			\$5,455	\$70,570
Percent Difference – School Site and State			1.5%	11.4%

Note: Cells shaded in black do not require data.

**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* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://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: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010–11)

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,

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

From these funds the following programs are being funded:

Read 180 Program

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

Recovery Math program that is focused on students passing Algebra 1

Supplemental Counseling Program for ninth grade, English Language Learners [ELL] and at risk students

Homework/tutorial Center

AVID program

Multi Service Team that provides a variety of direct counseling services to students and parent as well as referrals to social service agencies operated by Santa Clara County

GATE program

## Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,434	\$42,954
Mid-Range Teacher Salary	\$79,527	\$69,905
Highest Teacher Salary	\$98,141	\$89,464
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$121,722
Average Principal Salary (High)	\$124,214	\$128,348
Superintendent Salary	\$218,172	\$205,119
Percent of Budget for Teacher Salaries	40.00%	37.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

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 in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **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 <http://star.cde.ca.gov>.

### Standardized Testing and Reporting 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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	49%	51%	49%	47%	48%	49%	49%	52%	54%
Mathematics	27%	25%	27%	26%	27%	30%	46%	48%	50%
Science	48%	51%	56%	44%	46%	50%	50%	54%	57%
History-Social Science	45%	45%	48%	39%	39%	43%	41%	44%	48%

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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	49%	30%	50%	43%
All Students at the School	49%	27%	56%	48%
Male	46%	27%	55%	48%
Female	53%	28%	56%	47%
Black or African American	37%	10%	25%	32%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	63%	46%	70%	63%
Filipino	53%	23%	61%	49%

<b>Hispanic or Latino</b>	31%	9%	32%	28%
<b>Native Hawaiian or Pacific Islander</b>	37%	11%	0%	50%
<b>White</b>	54%	26%	81%	59%
<b>Two or More Races</b>	0%	0%	0%	0%
<b>Socioeconomically Disadvantaged</b>	30%	21%	39%	32%
<b>English Learners</b>	15%	25%	18%	9%
<b>Students with Disabilities</b>	9%	5%	12%	8%
<b>Students Receiving Migrant Education Services</b>	47%	21%	0%	0%

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.

### 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 <http://cahsee.cde.ca.gov/>.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
<b>English-Language Arts</b>	52%	57%	55%	52%	55%	55%	52%	54%	59%
<b>Mathematics</b>	62%	63%	64%	59%	58%	61%	53%	54%	56%

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.

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

Group	English–Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	45%	24%	31%	39%	34%	27%
All Students at the School	45%	24%	31%	36%	36%	28%
Male	50%	23%	27%	34%	37%	29%
Female	39%	25%	36%	37%	36%	27%
Black or African American	59%	21%	21%	79%	17%	3%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	32%	24%	44%	14%	39%	47%
Filipino	38%	24%	38%	29%	45%	26%
Hispanic or Latino	67%	23%	11%	65%	28%	7%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	4%	44%	52%	24%	52%	24%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	65%	22%	13%	47%	39%	15%
English Learners	92%	5%	3%	57%	30%	13%
Students with Disabilities	88%	12%	0%	95%	5%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

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.

## California Physical Fitness Test Results (School Year 2010–11)

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* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	13.20%	26.50%	48.90%

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.

## X. Accountability

### Academic Performance Index

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

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

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	6	6	6
Similar Schools	4	7	5



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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	24	6	8
Black or African American			
American Indian or Alaska Native			
Asian	23	8	11
Filipino	10	13	12
Hispanic or Latino	29	1	-17
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	23	-4	
English Learners	19	7	-1
Students with Disabilities	24	-17	

Note: "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.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	2,280	763	16,659	749	4,683,676	778
Black or African American	74	637	567	692	317,856	696

<b>American Indian or Alaska Native</b>	8		65	716	33,774	733
<b>Asian</b>	893	852	5,348	860	398,869	898
<b>Filipino</b>	476	790	1,600	797	123,245	859
<b>Hispanic or Latino</b>	741	643	7,361	653	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	14	772	133	709	26,953	764
<b>White</b>	69	790	1,446	801	1,258,831	845
<b>Two or More Races</b>	2		98	778	76,766	836
<b>Socioeconomically Disadvantaged</b>	420		3,833	670	2,731,843	726
<b>English Learners</b>	877	681	6,229	652	1,521,844	707
<b>Students with Disabilities</b>	56	421	1,246	462	521,815	595

### 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Made AYP Overall</b>	No	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	No
<b>Met Participation Rate - Mathematics</b>	Yes	No
<b>Met Percent Proficient - English-Language Arts</b>	No	No

<b>Met Percent Proficient - Mathematics</b>	No	No
<b>Met API Criteria</b>	Yes	Yes
<b>Met Graduation Rate</b>	Yes	Yes

### Federal Intervention Program (School Year 2011–12)

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 Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2007-2008	2004-2005
<b>Year in Program Improvement</b>	Year 5	Year 3
<b>Number of Schools Currently in Program Improvement</b>		12
<b>Percent of Schools Currently in Program Improvement</b>		63.2%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web* page at <http://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 Web page at <http://www.calstate.edu/admission/admission.shtml>*. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
<b>Dropout Rate (1-year)</b>	4.7	4.4	3.3	5.2	5.6	4.9	4.9	5.7	4.6
<b>Graduation Rate</b>	71.60	77.66	85.22	77.61	81.04	80.47	80.21	78.59	80.44

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

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
<b>All Students</b>	82%	75%	N/D
<b>Black or African American</b>	61%	72%	N/D
<b>American Indian or Alaska Native</b>	100%	74%	N/D
<b>Asian</b>	91%	89%	N/D
<b>Filipino</b>	86%	84%	N/D
<b>Hispanic or Latino</b>	71%	63%	N/D
<b>Native Hawaiian or Pacific Islander</b>	67%	69%	N/D

<b>White</b>	85%	80%	N/D
<b>Two or More Races</b>	100%	93%	N/D
<b>Socioeconomically Disadvantaged</b>	80%	69%	N/D
<b>English Learners</b>	57%	43%	N/D
<b>Students with Disabilities</b>	59%	54%	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

### Career Technical Education Programs (School Year 2010–11)

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

### Career Technical Education Participation (School Year 2010–11)

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

### Courses for University of California and/or California State University Admission

<b>UC/CSU Course Measure</b>	<b>Percent</b>
<b>2010-11 Students Enrolled in Courses Required for UC/CSU Admission</b>	74.0%
<b>2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	38.2%

### Advanced Placement Courses (School Year 2010–11)

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>	0	
<b>English</b>	3	
<b>Fine and Performing Arts</b>	0	

<b>Foreign Language</b>	2	
<b>Mathematics</b>	10	
<b>Science</b>	8	
<b>Social Science</b>	12	
<b>All courses</b>	35	5.6%

Note: Cells shaded in black do not require data. \*Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

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

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state’s standards, 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. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BTSA and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

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