<div style="border: 2px solid blue; background-color: #f5c430; text-align: center;">

School Accountability Report Card
Reported for School Year 2004-05
Published During 2005-06

</div>

Notes regarding the source and currency of data:
Data included in this School Accountability Report Card (SARC) template are consistent with
State Board of Education guidelines, which are available at the California Department of
Education Web site at http://www.cde.ca.gov/ta/ac/sa/definitions05.asp

Most data presented in this report were collected from the 2004-05 school year or from the two
preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation,
dropout, and fiscal information, the data for these sections of the report were collected in 2003-
04. Single-year column headings refer to the school year ending in that particular year. When
no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at
http://www.cde.ca.gov/ta/ac/sa/, including a SARC Preparation Guide at
http://www.cde.ca.gov/ta/ac/sa/guide.asp and Frequently Asked Questions at
http://www.cde.ca.gov/ta/ac/sa/questions.asp.

I. General Information

Contact Information
Information about school and district contacts.

School Information		District Information	
School Name	Independence High	**District Name**	East Side Union High
Principal	Wendy Gudalewicz	**Superintendent**	Bob Nunez
Street	1776 Educational Park Dr.	**Street**	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95133-1703	**City, State, Zip**	San Jose, CA 95133-1316
Phone Number	408-928-9500	**Phone Number**	408-347-5010
FAX Number		**FAX Number**	
Web Site		**Web Site**	www.esuhsd.org
E-mail Address	gudalewiczw@esuhsd.org	**E-mail Address**	nunezb@esuhsd.org
CDS Code	43-69427-4330031	**SARC Contact**	

School Description and Mission Statement
Information about the school, its programs, and its goals.

Independence High School is located in the East foothills of San Jose. It is the largest of ten
comprehensive high schools in the East Side Union High School District. For\ the past two years, the
student population had exceeded 4,350, the largest enrollment in its history. The teaching staff includes 220
teaching faculty and 120 support personnel. The administration includes a principal, an associate principal
and five villa principals. The student population is divided into five villas, each having its own principal,

counselors and office staff. Two of these villas, Democracy and Eagle Halls, are dedicated to ninth graders. The other three villas, American, Bicentennial, and Constitution Halls, are designated for sophomores, juniors and seniors. Independence High School is committed to academic excellence for every student. As the population of their students and the needs of the work force in Silicon Valley changed, the staff realized that the process of teaching and learning had to be reevaluated and changed to prepare students to become life long learners in the 21st century. Students are no longer tracked into classes by ability level. All Freshmen are placed into college prep Integrated Science, Algebra 1 and English classes. To aid 9th grade students, "families" have been created. Teachers in the subjects of math, science and English teach a common group

of 150 to 200 freshmen. This allows the teachers to collaborate and plan lessons across subject areas and to better support and monitor the students. Teachers get to know the parents during scheduled meetings. All this keeps the learning communities close and small, allowing for better student-teacher interaction.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Susan Cassens	Contact Person Phone Number	408-985-9574

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. These services include, but are not limited to: (1) individual parent conferences, (2) assistance to parents in evaluating student academic and testing performances, (3) discussions with parents regarding strategies for behavior and attendance issues and (4) support to parents and students regarding career counseling and referrals to schools, colleges and universities. To further assist parents to become advocates for their children, Independence hosted and/or its 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, and School Safety Committee. 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. This includes:

- **SCHOOL SITE COUNCIL:** A group of 32 teachers, counselors, parents, students and administrators who are responsible for planning and sustaining the school's School Improvement Program.
- **SCHOOL ADVISORY COMMITTEE & BILINGUAL ADVISORY COMMITTEE***:* These two committees include parents, staff, and community members who advise the school on how best to serve non-English speakers and students scoring below grade level in math and reading.
- **AD HOC COMMITTEES**: Advisory and information parent and staff committees meet regularly for magnet and academy program students, ELD students, African American students and Hispanic students. The 2006-2007 school year will see a revitalized freshman program wherein freshmen are divided in to four groups which participate in intramural recreation and have access to extra counseling.
- **MODERNIZATION/BAND OVERSIGHT COMMITTEE:** A group of staff and parents who met with architects and project planners to oversee the renovation plans for Independence
- **IHS BAND BOOSTERS***:* This group provides support and direction to the band. Other parent and community groups support spirit leaders, athletic teams, clubs, and classes. Independence High School is recognized for its excellence in education throughout the State of California.

II. Demographic Information

Student Enrollment -- Grade Level
Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	**Grade 9**	986
Grade 1	0	**Grade 10**	1021
Grade 2	0	**Grade 11**	1000
Grade 3	0	**Grade 12**	998
Grade 4	0	**Ungraded Secondary**	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	**Total Enrollment**	4005

Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	161	4.0	Hispanic or Latino	1,353	33.8
American Indian or Alaska Native	18	0.4	Pacific Islander	39	1.0
Asian	1,371	34.2	White (Not Hispanic)	293	7.3
Filipino	755	18.9	Multiple or No Response	15	0.4

III. School Safety and Climate for Learning

School Safety Plan
Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	February 2006	Date Last Discussed with Staff	March 2006

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 2006-2007 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

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

In order to meet the diverse needs of all of our students, Independence offers a multitude of school programs and practices that promote a positive learning environment. Not only do counselors, staff, and teachers provide ongoing personalized assistance to all students, but Independence also offers the following programs and services: Camp Any town, Cultural Assemblies, Community Partnerships, Community Policing Partnership, Smaller Learning Communities, AVID, Advanced Placement Program, Student Support Program, Tobacco Use Prevention Education Program, Peer Tutoring, Career Center, Tutor Center, Conflict Mediation, Multi-Service Team, and MSW Interns.

In order to develop and reinforce positive character traits, Independence clearly delineates expectations for student behavior at the school and in the community in its Parent/Student Handbook, which is mailed to all families and reviewed by all teachers so that students understand and are held accountable for ethical behavior. Included in the handbook is Independence's Sexual Harassment Policy, Anti-discrimination Policy, Family Educational rights & Policy Act, Guide for Grading, discipline Chart (indicating rule infraction consequences to ensure uniform adherence to the rules), District Policies Pertaining to Student Behavior, and Independence's vision, mission, and ESLRs. Moreover, all teachers incorporate their expectations for positive character traits in their "green sheets", model appropriate behaviors, and integrate character education into their curricula. In addition to the above mentioned character development resources, teachers design lessons that require students to create a vision for their future. Students are expected to establish goals, create options, and take responsibility for pursuing their goals in a global society. As part of a global society, students learn to be responsible individuals, citizens, and global partners by donating their time to improve the welfare of others (e.g., CSF, NHS, and community service; Christmas Food Drive; peer counseling, etc.)

To further ensure student safety, the campus operates as a closed facility during the school day under regulations adopted by the Board of Trustees. Students are not permitted to leave school except with permission from their parent/guardian, and outsiders are not permitted on campus unless they have proper business with the school, register in the office, and wear a visitor's badge. This practice ensures optimum opportunities for learning without concern for outside interference. When violations of school rules and policies occur, those involved are dealt with fairly and firmly, and appropriate discipline or legal action is taken.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	**2004**	**2005**	**2003**	**2004**	**2005**
Number of Suspensions	402	412	536	2109	2621	1962
Rate of Suspensions	9.9%	9.9%	13.8%	13.8%	11.2%	7.9%
Number of Expulsions	2	3	0	31	47	44
Rate of Expulsions	0.05%	0.07%	0.0%	0.1%	0.2%	0.18%

IV. School Facilities

School Facility Conditions -- General Information
Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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.

Age of School Buildings

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

Maintenance and Repair

District maintenance and facilities staff to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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.

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 remolding of the main gym is complete. In addition, remodeling of each of the four villa classrooms will be complete by Fall of 2006.

School Facility Conditions -- Results of Inspection and Evaluation
Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information

about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

V. Academic Data

Standardized Testing and Reporting (STAR)
Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)
The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at http://star.cde.ca.gov/ or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	30	31	38	31	33	38	35	36	40
Mathematics	17	16	19	17	16	19	35	34	38
Science	20	21	23	21	20	23	27	25	27
History-Social Science	27	30	37	25	27	31	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	22	23	50	45	20	33	57
Mathematics	4	9	32	17	6	17	22
Science	7	*	35	25	8	13	37
History-Social Science	24	*	51	37	16	25	56

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	34	43	8	39	6	11
Mathematics	19	19	10	19	3	5
Science	24	23	4	24	4	3
History-Social Science	36	37	6	37	10	10

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at http://star.cde.ca.gov/ or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005

Reading	43	44		46	47	27	43	43	41
Mathematics	50	55		51	53	47	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading						
Mathematics						

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade	School	District	State

Level	Total	Female	Male	Total	Female	Male	Total	Female	Male
5							24.5	26.7	22.3
7							28.8	30.9	26.8
9	28.0	27.1	28.9	32.6	31.3	33.8	26.7	25.8	27.5

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

API -- Schoolwide
Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	97	96	97	**Percent Tested**	96	97	96
API Base Score	625	631	678	**API Growth Score**	625	665	711
Growth Target	9	8	6	**Actual Growth**	0	34	33
Statewide Rank	5	4	6				
Similar Schools Rank	3	1	3				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				**African American**			
API Base Score				API Growth Score		588	
Growth Target				Actual Growth			
American Indian or Alaska Native				**American Indian or Alaska Native**			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				**Asian**			
API Base Score	696	717	758	API Growth Score	700	742	783
Growth Target	7	6	5	Actual Growth	4	25	25
Filipino				**Filipino**			
API Base Score	657	678	719	API Growth Score	667	706	759
Growth Target	7	6	5	Actual Growth	10	28	40
Hispanic or Latino				**Hispanic or Latino**			
API Base Score	520	508	553	API Growth Score	508	539	595
Growth Target	7	6	5	Actual Growth	-12	31	42
Pacific Islander				**Pacific Islander**			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				**White (Not Hispanic)**			
API Base Score	718	698	717	API Growth Score	703	720	772
Growth Target	7	6	5	Actual Growth	-15	22	55

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	607	573	637	API Growth Score	566	616	669
Growth Target	7	6	5	Actual Growth	-41	43	32

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP

criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	No	No	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	Yes	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	Yes	Yes	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes	Yes	Yes
Students with Disabilities	No	Yes	N/A	No	No	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the

CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement (Implementation Level)		Year 1
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	5.6

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)
Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate
Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	**2003**	**2004**	**2002**	**2003**	**2004**	**2002**	**2003**	**2004**
Enrollment (9-12)	4,076	4,161	4,053	23,664	24,332	24,469	1,772,417	1,830,903	1,876,927
Number of Dropouts	50	196	261	438	737	982	47,871	58,189	61,253
Dropout Rate (1-year)	1.2	4.7	6.4	1.9	3.0	4.0	2.7	3.2	3.3
Graduation Rate	81.9	92.7	83.0	83.8	89.6	86.6	87.0	86.7	85.3

VII. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2003 Avg. Class Size	2003 Number of Classrooms 1-20	21-32	33+	2004 Avg. Class Size	2004 Number of Classrooms 1-20	21-32	33+	2005 Avg. Class Size	2005 Number of Classrooms 1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003 Avg. Class Size	2003 Number of Classrooms 1-22	23-32	33+	2004 Avg. Class Size	2004 Number of Classrooms 1-22	23-32	33+	2005 Avg. Class Size	2005 Number of Classrooms 1-22	23-32	33+
English	24.5	87	92	3	25.2	69	97	8	25.4	68	84	9
Mathematics	26.1	48	66	8	26.0	43	56	20	26.4	46	46	23
Science	27.7	7	104	9	29.2	7	84	23	30.4	2	72	32
Social Science	29.8	1	71	25	29.8	3	76	13	30.2	4	65	24

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating 2003	2004	2005
K			
1			
2			
3			

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are

the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	86.1
All Schools in District	88.2
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	88.3

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	191	182	174
Teachers with Full Credential	146	161	155
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internship)	2	4	2
Pre-Internship	4	7	6
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	36	15	13
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	6	1	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners.* For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	2.3	1.6
Master's Degree plus 30 or more semester hours	17.8	17.9
Master's Degree	16.1	15.1
Bachelor's Degree plus 30 or more semester hours	52.3	51.6
Bachelor's Degree	11.5	13.5
Less than Bachelor's Degree	0.0	0.3

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

All teachers and staff are regularly evaluated. Formal teacher and staff evaluations are completed in accordance to District and bargaining unit regulations. First year teachers are evaluated at least twice during the school year, and all temporary and probationary teachers are evaluated annually. All tenured teachers are evaluated every other year. In addition, drop in observations are made at the discretion of school administrators. The overall purposed of the class visits and evaluations is to reinforce good teaching practices and to assist teachers who may need improvement. The Administration promotes an open door policy and maintains a good rapport with the teaching staff.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Finding and hiring qualified and effective substitute teachers is a critical problem for all East Side Union High School District schools. The current system is not effective or adequate to meet the needs of the local schools. The need for substitutes varies depending on the day of the week or the time of the year. Absences for illness, personal necessity leave, and professional development activities are all reasons that necessitate substitute teachers. When the need for substitutes exceeds the supply, the regular classroom teachers and administrators are called upon to fill in for the colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Consequently, every effort is made to minimize teacher absences.

All substitutes have a minimum of a Bachelor's Degree, have passed the California Basic Skills Test (CBEST), and hold the required credential to provide this service.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	8.0
Library Media Teacher (Librarian)	1.0
Psychologist	0.4
Social Worker	1.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0.4
Other	7.9

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
8.0	500.6

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

Independence focuses on preparing students to be successful in high school, to achieve the best possible intellectual and personal development, and above all, to graduate with skills that enable them to achieve success beyond the high school years. The majority of students are truly interested in obtaining a good education and feel that Independence is preparing them for the world of work and/or further education beyond high school. The School provides a challenging and comprehensive academic curriculum, a variety of tutorial programs, career education, individualized and group counseling, and a variety of support systems for all students.

Because Independence is committed to supporting all students to achieve our standards, we regularly collect data regarding students' academic achievement and survey all stakeholders to determine their needs, satisfaction, and input regarding current services and programs. Based upon the collected data, a team of representative stakeholders, including students, teachers, parents, community, and social service agencies personnel regularly examine the causes, consequences, and interrelationships between these needs so that we can design strategies that address the endogenous needs of all of our students. Predicated upon these multiple data sources, we have modified curriculum and instructional strategies to address the needs of all students, including, but not limited to: academic, social and emotional support for students who are at-risk and our special needs students; linguistically and culturally responsive academic

support for our Limited English Proficiency and diverse student population; IEP-specific strategies to support the needs of our special needs students; health, mental health, and social support for our low-income youth; and enhanced programs for our gifted and talented (GATE) population.

Led by a dynamic team of dedicated and hard working school leaders, Independence High School has

developed strategies for continuing student success that include:

♦ Increase Advanced Placement opportunities
♦ Allocate resources effectively to support student success
♦ Expand community partnerships to provide services to students
♦ Increase the number of students eligible for post-secondary education

The administrative leadership team consists of Carol Blackerby, Principal, John Najac, Associate Principal of Educational Development, Warren Strouse, C Villa Principal, Greg Meissner, D Villa Principal, Jesus Rios, A Villa Principal, Paul Mansingh, B Villa Principal, and Ray Valverde, Associate Principal of Attendance and Student Services. However, the entire staff, students, parents, and community are valued partners in the governance and decision-making processes. Because Independence is a community collaborative, it offers its families, staff, students, and community a wide variety of options for contributing to the success of the school. Not only do parents and community representatives serve on School Site Council, but they also represent Independence on the District Advisory Committee, the District English Learner Advisory Committee, District Safety Committee, and District Bond Oversight Committee. Moreover, Independence's governance structure invites and values the multidimensional input provided by all of its stakeholders. The major governance structures include:

- **School Site Council:** A group of 32 teachers, counselors, parents, and students and administrators are responsible for planning a sustaining the School Improvement Program.
- **DAC/ELAC**: These two committees include parents, staff, and community members who advise the school on how best to serve non-English speakers and students scoring below grade level in math and reading.
- **GATE Committee:** A group of parents/teachers, and other school staff who plan programs to meet the needs of the school's 400 (10%) gifted students.
- *The Instructional Team Leaders/18.4 Committee:* Department chairs who meet once per month to discuss current issues and resolves problems. They also focus on long range planning to increase the effectiveness of the school programs and assure that standards based instruction if of the highest quality.
- *Ad HOC Committees:* Advisory and information parent and staff committees meet regularly for magnet and academy program student, ELD students, African-American, Filipino, and Hispanic students.

 In order to ensure a cycle of continuous improvement, Independence has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers. Since the current data system is cumbersome and difficult to access, the District invested in a data management system, called the "Cruncher". Easily accessible and simple to use, the "Cruncher" allows teachers to access their students' performance data so that they can compare it to school-wide, district, state and national data to ascertain student performance and guide their efforts to individualize instruction, provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. The Cruncher also allows administrators to assess the effectiveness of curriculum and support intervention programs. In addition, Cruncher information regarding criterion-referenced test performance (STAR, SAT, CAHSEE, ACT , CELDT, AP tests, etc.), dropout data, college entrance and success data, district assessments (Northwest

Evaluation Association—NWEA) and writing samples, suspension, referral, and attendance data, student work samples, authentic assessment data from project-based, inquiry-based, work-based, open-ended, and portfolio assignments, qualitative data to ascertain stakeholder satisfaction, observations of student performance, and technology proficiency assessments are used to measure whether all students are meeting the standards

Professional Development
Information about the program for training the school's teachers and other professional staff.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Independence 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, PAR 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 *Fitness Gram* 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.

The staff of Independence High School values and actively participates in professional development as trainers and adult learners. Advances in curriculum and improved student achievement are the results of this staff's commitment to teaching to content standards and collaboration with each other. Professional development focused primarily upon the following:

♦**Curriculum:** District efforts in all subject areas have been targeted at alignment of the instructional program with the state framework and content standards. Through subject area coordinators, district wide department leaders have helped to create agreed upon course descriptions, grading policies, scope and sequence of instruction, and common assessment measures. These agreements have been brought to the school level where teams of teachers are developing standards based units of instruction that take into account our

students' particular skills levels and needs. The examination of student work within departments has helped inform the creation of those units of instruction.

♦**Training:** The staff participated in training in creating standards based units of instruction using standards-based backwards mapping throughout the school year. In the 2005=2006 school year teachers have spent time examining school programs and student achievement data in preparation for WASC.

♦**Student Support:** Data is compiled every quarter and every semester to address and monitor the progress of under-performing students. This process enables the school's leadership team and staff to implement immediate interventions to improve student achievement. Data discussions and cycles of inquiry are conducted periodically in leadership meetings, department meetings, and ITL meetings. Results of data discussions enable the school to determine next steps and interventions. To ensure equity for all students, specific emphasis is placed on meeting the needs of targeted students such as English Language Learners, Title I, and numerically significant API subgroups.

♦**Equal Access:** All students at Independence High School are receiving the district's core curriculum as evidenced by samples of student work, teacher lesson plans, and formal and informal observations. Teachers, paraprofessionals, and administrators work collaboratively to deliver the district's core curriculum to all students. Professional development activities are structured to improve the ability of all staff to better meet the needs of all students including multi-funded students. There is also an emphasis on professional development activities that encourage departments to align lessons with the state math and language arts standards. The Independence High School staff employs differentiated instructional strategies to deliver the core curriculum to multi-funded students, which is supported by the district and the school's categorical fund. All staff members collaborate and share ideas during collaboration day. Samples of student work, department meetings, ITL meetings, and district level meetings ensure that all students are receiving the district's core curriculum.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved.
Mathematics	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved.
Science	All textbooks are consistent with the content and cycles

	of the curriculum frameworks adopted by the SBE and Board of Trustees approved.
History-Social Science	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved.

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	As of March 10, 2005 sufficient books for student issue.
Mathematics	As of March 10, 2005 sufficient books for student issue.
Science	As of March 10, 2005 sufficient books for student issue.
History-Social Science	As of March 10, 2005 sufficient books for student issue.
Foreign Language	As of March 10, 2005 sufficient books for student issue.
Health	As of March 10, 2005 sufficient books for student issue.
Science Laboratory Equipment (grades 9-12)	As of March 10, 2005 insufficiencies were being filled.

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	**State Requirement**
K	N/A	36,000
1	N/A	50,400
2	N/A	50,400
3	N/A	50,400
4	N/A	54,000
5	N/A	54,000
6	N/A	54,000
7	N/A	54,000
8	N/A	54,000
9	64,800	64,800
10	64,800	64,800

11	**64,800**	64,800
12	**64,800**	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	**State Requirement**
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

> During the 2005-2006 school year, Independence had minimum days, which were used for
>
> Professional Development and collaboration opportunities.

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	1	2	59
Computer Science			
English			
Foreign Language	1	2	73
Mathematics	3	7	243
Science	3	6	192
Social Science	3	5	155

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts,*

the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
17716	12938	73.0

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
801	241	30.1

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at http://www.cde.ca.gov/ds/sp/ai/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	997	986	998	5952	5927	6212	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	40.0	35.1	37.7	38.2	34.5	36.5	36.7	35.3	35.9
Average Verbal Score	455	462	474	460	469	473	494	496	499
Average Math Score	493	509	507	498	506	509	518	519	521

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

Independence High School provides college admission test preparation through a collaborative effort with private test preparation programs and community agencies. In addition, the school's guidance department and teachers provide students with necessary college admission test preparation.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare

them to enter the work force or further their education. Included are Integrated Career Programs (ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; and Partnership Academies.

Technology is also integrated in most curriculum areas to enhance instruction and provide opportunities for students to participate in project-based assignments that not only add depth and complexity to lessons, but also provide them with the skills that are necessary to compete for jobs in a technology-based society. Students acquire and improve their computer skills through the many opportunities available to them in their classrooms and in campus computer labs.

Students have access to the Internet and utilize it for research purposes. Many instructors integrate technology in their instruction and require their students to utilize technology in the preparation and presentation of assignments. In addition, Independence High School offers programs such as the Teaching Academy, Finance Academy, Business Communications, Graphic Design, Yearbook, CCOC, ROP, and Work Experience that teach students the skills needed to be successful in college and the workplace.

Career Technical Education (CTE) Programs
Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)
Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,151	$36,464
Mid-Range Teacher Salary	$67,570	$61,925
Highest Teacher Salary	$83,384	$77,260
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$97,157

Average Principal Salary (High)	$119,105	$109,001
Superintendent Salary	$215,000	$158,638
Percent of Budget for Teacher Salaries	37.4	38.1
Percent of Budget for Administrative Salaries	4.9	5.2

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
$181,110,162	$7,348	$7,007	$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

During the 2004-2005 school year, Independence received additional funds to support students with
special needs. The following special programs are offered at the school:
♦ Adaptive Physical Education
♦ English Language Development Classes
♦ California Partnership Academies
♦ Economic Impact Aid
♦ Title I Program
♦ Gifted and Talented Education
♦ Special Education Classes
♦ School Psychologist
♦ CAHSEE Support Classes
♦ Central County Occupational Center
♦ Regional Occupation Program
♦ Parent Classes
♦ Section 504 Plan Services
♦ Limited English Proficient
♦ Multi-Service Team
♦ School Improvement Program
♦ Speech Therapy
♦ Student Assistance Program
♦ Vocational Education
♦ Migrant Education Program
♦ After School Tutoring