Independence High School

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2011-12 School Accountability Report Card
Published During the 2012-13 School Year

East Side Union High School District

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 408.928.9500.

School Description

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, We will be doing our self-examination of the accreditation process WASC. I am confident that we will come together and help each other out as we tackle any challenges that might present themselves this upcoming academic year. Indeed, I look forward to witnessing the positive advancement of our school in the days and months ahead. Go Sixers!!!

Opportunities for Parental Involvement

Independence 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

Grade Level	Number of Students
Gr. 9	800
Gr. 10	868
Gr. 11	836
Gr. 12	766
Total	3,270

Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.2
Asian	40.1
Filipino	19
Hispanic or Latino	32.9
Native Hawaiian/Pacific Islander	0.8
White	3.5
Two or More Races	0.2
Socioeconomically Disadvantaged	50.4
English Learners	44.1
Students with Disabilities	7

Average Class Size and Class Size Distribution

				Number of Classrooms*								
Average Class Size				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	28.0	27.5	28	19	34	27	83	63	58	20	50	51
Math	29.3	28.4	27.7	17	26	29	48	36	24	47	55	60
Science	32.6	31.8	31.2	1	5	9	26	30	17	60	54	58
SS	32.3	31.4	31.5	0	12	10	32	16	13	53	55	57

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

Suspensions and Expulsions

School	09-10	10-11	11-12
Suspensions Rate	8.48	8.51	13.52
Expulsions Rate	0.05	0.09	0.3
District	09-10	10-11	11-12
Suspensions Rate	16.78	11.87	15.53
Expulsions Rate	0.15	0.14	0.1

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

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

Independence 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 9th, 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 2011 - 2012 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 Facility Conditions and Planned Improvements (School Year 2012-13)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:
- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 2012

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 remolding 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 2012-13)

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

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

School Facility Good Repair Status					
System Inspected	**Repair Status**				**Repair Needed and Action Taken or Planned**
	Exemplary	**Good**	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[ ]	[X]	[ ]	Mechanical systems need to be replaced in buildings F, Villa A, and Villa B. This will be completed by 2014.
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	Some interior wall surfaces need to be repainted. The district will repaint some areas in the summer of 2013. The school has stained ceiling tiles that need to be replaced. The district will schedule repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	A company has been scheduled to spray both locker rooms for pests on a monthly basis. The school has a problem with squirrels. The district has hired a pest control company to help with this problem.
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	The school has some lights that are not working. The district will have the school submit a work order to do repairs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	[ ]	Drinking fountains are repaired when needed.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	

School Facility Good Repair Status

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	[ ]	The locker room doors need to be replaced. This is scheduled to be completed in the summer of 2013 or 2014. Asphalt repairs and seal coating to be scheduled in the student and staff parking lots, walkways and basketball court. This is scheduled to be completed within the next three summers. Track will be resurfaced by 2013. The football field will be replaced with artificial turf by the end of October 2012. The multiuse field needs to be redone. The district will be putting in new sod. This will be completed by January 2013.
Overall Rating	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	**09-10**	**10-11**	**11-12**
Fully Credentialed	152	148	122.5
Without Full Credential	6	1	1
Teaching Outside Subject Area	0	0	0
Districtwide	**09-10**	**10-11**	**11-12**
Fully Credentialed	♦	♦	935.3
Without Full Credential	♦	♦	26.4

Teacher Misassignments and Vacant Teacher Positions at this School			
School	**10-11**	**11-12**	**12-13**
Teachers of English Learners	1	0	2
Total Teacher Misassignments	1	0	2
Vacant Teacher Positions	0	0	1

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

Professional Development

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

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. 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.

Core Academic Classes Taught by Highly Qualified Teachers

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

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.53	1.47
Districtwide		
All Schools	96.76	3.24
High-Poverty Schools	96.57	3.43
Low-Poverty Schools	96.7	3.3

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	.2
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	817

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,570	$1,263	$5,307	$79,253
District	◆	◆	$5,234	$77,458
State	◆	◆	$5,455	$70,792
Percent Difference: School Site/District			1.4%	2.3%
Percent Difference: School Site/ State			-2.8%	10.7%

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,104	$42,660
Mid-Range Teacher Salary	$74,444	$69,198
Highest Teacher Salary	$95,445	$88,943
Average Principal Salary (ES)		
Average Principal Salary (MS)		$121,140
Average Principal Salary (HS)	$126,498	$127,707
Superintendent Salary	$215,844	$202,123
Percent of District Budget		
Teacher Salaries	41%	36%
Administrative Salaries	3%	5%

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

Types of Services Funded (Fiscal Year 2011-12)

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

School funds come from the state or federal government. Each school fund was created to address a certain student needs, and is based on the legislation that was passed to address that need. For example, Title I is intended to help the effects of poverty by giving additional support to their education. Title III is intended to support the achievement of English Learners and immigrant students. Each categorical fund has a formula for determining how it is allocated. Some are by enrollment (CBEDS) and some are by a characteristic of the student (if they receive free or reduced lunch, or if they are an English Learner). How these funds are disbursed at the school level is determined In the Single Plan for Student Achievement which is approved initially by the Site Council and ultimately by the Board of Trustees.

Independence receives:

Title 1 Funds – These monies are used to ensure that all students have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency.

Economic Impact Aid [EIA] Funds - These funds are used to support additional programs and services for English Language learners and economically disadvantage students,

From these funds the following programs are being funded:
- Read 180 Program
- English Language Arts and Math California High School Exit Examination [CAHSEE] support program to include counseling services.
- Recovery Math program that is focused on students passing Algebra 1
- Supplemental Counseling Program for ninth grade, English Language Learners [ELL] and at risk students
- Homework/tutorial Center
- AVID program
- Multi Service Team that provides a variety of direct counseling services to students and parent as well as referrals to social service agencies operated by Santa Clara County

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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

Year and month in which data were collected: September 2012

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

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

STAR Results for All Students - Three-Year Comparison								
Subject	**Percent of Students Scoring at Proficient or Advanced**							
	School			**District**			**State**		
	09-10	**10-11**	**11-12**	**09-10**	**10-11**	**11-12**	**09-10**	**10-11**	**11-12**
ELA	51	49	52	48	49	50	52	54	56
Math	25	27	27	27	30	29	48	50	51
Science	51	56	56	46	50	52	54	57	60
H-SS	45	48	48	39	43	43	44	48	49

Internet Access

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

EdData Partnership Web Site

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

2012 STAR Results by Student Group				
Group	**Percent of Students Scoring at Proficient or Advanced**			
	ELA	**Math**	**Science**	**H-SS**
All Students in the LEA	50	29	52	43
All Student at the School	52	27	56	48
Male	48	28	56	49
Female	56	27	56	47
Black or African American	32	6	48	37
American Indian or Alaska Native				
Asian	65	45	72	61
Filipino	57	21	61	50
Hispanic or Latino	31	9	34	27
Native Hawaiian/Pacific Islander	53	24		69
White	59	19	59	62
Two or More Races				
Socioeconomically Disadvantaged	42	26	48	42
English Learners	9	19	12	11
Students with Disabilities	9	4	13	11
Students Receiving Migrant Education Services	40	4	36	26

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	10	29.4	48.3

DataQuest

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

Academic Performance Index

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

API Growth by Student Group – Three-Year Comparison			
Group	**Actual API Change**		
	09-10	**10-11**	**11-12**
All Students at the School	6	7	4
Black or African American			
American Indian or Alaska Native			
Asian	8	10	-6
Filipino	13	11	11
Hispanic or Latino	1	-18	10
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-4	9	3
English Learners	7	1	16
Students with Disabilities	-17		

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	**2009**	**2010**	**2011**
Statewide	6	6	6
Similar Schools	7	5	3

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		57.1

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	**Students**	2,177	16,761	4,664,264
	API-G	766	748	788
Black or African American	**Students**	59	541	313,201
	API-G	628	675	710
American Indian or Alaska Native	**Students**	7	61	31,606
	API-G		699	742
Asian	**Students**	917	5,514	404,670
	API-G	845	859	905
Filipino	**Students**	422	1,485	124,824
	API-G	801	803	869
Hispanic or Latino	**Students**	652	7,489	2,425,230
	API-G	650	653	740
Native Hawaiian/ Pacific Islander	**Students**	18	117	26,563
	API-G	733	692	775
White	**Students**	96	1,353	1,221,860
	API-G	748	789	853
Two or More Races	**Students**	3	165	88,428
	API-G		784	849
Socioeconomically Disadvantaged	**Students**	1,193	9,107	2,779,680
	API-G	729	696	737
English Learners	**Students**	939	6,849	1,530,297
	API-G	697	667	716
Students with Disabilities	**Students**	146	1,554	530,935
	API-G	403	455	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:
- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

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

Admission Requirements for California's Public Universities

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

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

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

• Specific high school courses
• Grades in specified courses and test scores
• Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements
This table displays, by student group, the Percent of Students who began the 2011-12 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2012		
	School	District	State
All Students	87.7	85.0	---
Black or African American	94.4	85.6	---
American Indian or Alaska Native	N/A	80.0	---
Asian	93.2	93.1	---
Filipino	93.5	92.1	---
Hispanic or Latino	74.8	76.3	---
Native Hawaiian/Pacific Islander	100	85.7	---
White	82.4	89.1	---
Two or More Races	N/A	80.4	---
Socioeconomically Disadvantaged	73.1	73.2	---
English Learners	54.7	57.4	---
Students with Disabilities	83.7	69.5	---

Dropout Rate and Graduation Rate			
Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	4.4	13.9	15.4
Graduation Rate	77.66	85.22	81.46
District			
Dropout Rate (1-year)	5.6	17.5	17.6
Graduation Rate	81.04	80.92	76.85
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

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

California High School Exit Examination
The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2009-10	2010-11	2011-12
English-Language Arts	57	55	52
Mathematics	63	64	60
District			
English-Language Arts	55	55	54
Mathematics	58	61	61
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011–12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	2	---
Fine and Performing Arts	0	---
Foreign Language	2	---
Mathematics	9	---
Science	11	---
Social Science	11	---
All courses	35	6

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46	21	33	39	34	27
All Students at the School	48	20	32	40	37	24
Male	53	18	29	41	35	25
Female	42	22	36	38	38	23
Black or African American	63	19	19	73	15	12
American Indian or Alaska Native						
Asian	32	18	50	17	40	43
Filipino	47	18	34	37	42	22
Hispanic or Latino	65	22	14	62	32	6
Native Hawaiian/Pacific Islander						
White	33	33	33	52	37	11
Two or More Races						
Socioeconomically Disadvantaged	55	21	24	44	35	20
English Learners	90	10	1	70	26	4
Students with Disabilities	91	8	2	91	6	2
Students Receiving Migrant Education Services	45	18	36	55	27	18

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

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	75.7
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	39.2

Career Technical Education Programs

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

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

Independence High School offers courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known 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, Teaching Academy, Automotive Technology, Electronics Academy, and Carpentry.