Independence High School

1776 Educational Park Dr. • San Jose, CA, 95133-1703 • 408.928.9511 • Grades 9-12
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

East Side Union High School District

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School Description

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

About the SARC

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

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

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	814
Grade 10	769
Grade 11	749
Grade 12	786
Total Enrollment	3,118

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	2.7
American Indian or Alaska Native	0.3
Asian	38.8
Filipino	18
Hispanic or Latino	35.3
Native Hawaiian or Pacific Islander	0.5
White	3.7
Two or More Races	0.8
Socioeconomically Disadvantaged	58.9
English Learners	17.9
Students with Disabilities	9.7
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Independence High School	**13-14**	**14-15**	**15-16**
With Full Credential	128	117	118
Without Full Credential	1	4	8
Teaching Outside Subject Area of Competence	0	2	0
East Side Union High School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	948
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Independence High School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	2	1	8
Total Teacher Misassignments	2	3	8
Vacant Teacher Positions	0	3	3

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

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	92.1	7.9
Districtwide		
All Schools	94.3	5.7
High-Poverty Schools	93.2	6.9
Low-Poverty Schools	97.5	2.5

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	English 1 – "The Language of Literature " Grade 9 McDougal Littell 2002 English 2 – "The Language of Literature" Grade 10 McDougal Littell 2002 English 3 – "Timeless Voices Timeless Themes Am. Experience" Prentice Hall 2000 ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Mathematics Vision Project, Secondary Math 1, 2012 Mathematics Vision Project, Secondary Math 2, 2012 Geometry – "Geometry" McDougal Littell 2007 Algebra II – "Algebra 2" McDougal Littell 2007 Math Analysis – "Precalculus With Limits A Graphing Approach" Brooks/Cole Cengage Learning 2012 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Forensics- Criminalistics: An Introduction to Forensic Science, Prentice Hall 2004 Biology – CK-12 ESUHSD Flexbook 2015 Chemistry – "Chemistry: Connections to our Changing World" Prentice-Hall 2000, 02 Physics – "Conceptual Physics" Addison-Wesley 1992, 99, 02, 06 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe/McGraw Hill 2006 American Government – "Magruder's American Government" Prentice Hall 1997 Economics – "Holt Economics" Holt 2003 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	Science labs are adequately equipped **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Overview

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

Cleaning Process and Schedule

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

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

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

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

During the 2004-2006 school year, local Measure A and Measure G funds and state matching funds were used to renovate existing facilities. The remolding of the main gym was completed. In addition, the district has made every effort to renovate and comply with Title IV requirements. Independence has completed the renovation of the girl's and boy's locker rooms bringing them to ADA and Title IV standards. During the 2011-13 school years with the help of the remaining Measure G funds and additional funding from Measure E, our Olympic sized racing and diving pool have been upgraded, including a new filter system, diving boards and ADA lift. The Jim Plunkett/Lee Evans International Sports Stadium had new turf installed, and the track was re-paved. In addition, new sod has been installed in all of main fields. Future projects include a new visual arts complex, state of the art administration building and a renovated performing arts center. Technology continues to be a major focus for Independence. Monies will be dedicated to upgrading the computers and adding mobile labs. The entire campus is now wireless.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: May 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Bld A & Bld B Villa Restrm Boys & Bld A1: item noted but no details. Action/plan-Site to submit work order and M&O to schedule the work.
Interior: Interior Surfaces			X	Baseball Complex: refinishing has been scheduled and will likely happen before the end of November, 2015.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Baseball Complex: item noted but no details. Action/plan-Site to submit work order and M&O to schedule the work. Bld Q Locker Rm Boys, Bld R Locker Rm Girls & Bld S Gymnasium Small: roaches. Action/plan-Site to submit work order and M&O to schedule the work. Field Complex (Baseball East, Soccer, Softball North), Landscape Hardscape, Parking Lots & Sand Volleyball Courts: squirrels. Action/plan-Site to submit work order and M&O to schedule the work.
Electrical: Electrical	X			Baseball Complex: item noted but no details. Action/plan-Site to submit work order and M&O to schedule the work. Tennis Courts: No electrical outlets working, no lights. Action/plan-Site to submit work order and M&O to schedule the work.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Tennis Courts: Drinking fountain doesn't work. Action/plan-Site to submit work order and M&O to schedule the work.
Safety: Fire Safety, Hazardous Materials	X			Bld S Gymnasium Small: Need a fire extinguisher mounted on wall. Action/plan-Site custodian to perform the work.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: May 2015					
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**	
	Good	**Fair**	**Poor**		
Structural: Structural Damage, Roofs	X			No items reported	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No items reported	
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	59	59	44
Math	36	38	33

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	54	52	50	52	54	50	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	15.60	32.20	33.60

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

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	50
All Student at the School	50
Male	50
Female	50
Black or African American	35
Asian	65
Filipino	53
Hispanic or Latino	34
Native Hawaiian or Pacific Islander	--
White	83
Two or More Races	--
Socioeconomically Disadvantaged	15
English Learners	7
Students with Disabilities	33
Students Receiving Migrant Education Services	--
Foster Youth	--

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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	**Grade**	**Number of Students**		**Percent of Students**				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	**11**	749	696	92.9	16	23	37	22
Male	**11**	749	363	48.5	21	23	36	19
Female	**11**	749	333	44.5	11	23	38	26

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	**Grade**	**Number of Students**		**Percent of Students**			
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
Black or African American	11	749	13	1.7	15	54	15	8
American Indian or Alaska Native	11	749	4	0.5	--	--	--	--
Asian	11	749	266	35.5	13	15	38	33
Filipino	11	749	149	19.9	11	25	44	20
Hispanic or Latino	11	749	222	29.6	25	30	35	8
Native Hawaiian or Pacific Islander	11	749	2	0.3	--	--	--	--
White	11	749	31	4.1	3	19	26	42
Two or More Races	11	749	9	1.2	--	--	--	--
Socioeconomically Disadvantaged	11	749	248	33.1	25	25	33	15
Students with Disabilities	11	749	61	8.1	61	26	11	0
Students Receiving Migrant Education Services	11	749	4	0.5	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	**Grade**	**Number of Students**		**Percent of Students**			
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	11	749	689	92.0	40	23	23	13
Male	11	749	359	47.9	43	22	22	12
Female	11	749	330	44.1	36	25	25	13
Black or African American	11	749	12	1.6	42	33	17	0
American Indian or Alaska Native	11	749	4	0.5	--	--	--	--
Asian	11	749	265	35.4	21	23	32	24
Filipino	11	749	149	19.9	38	30	26	7
Hispanic or Latino	11	749	219	29.2	63	18	13	3
Native Hawaiian or Pacific Islander	11	749	2	0.3	--	--	--	--
White	11	749	29	3.9	34	28	21	17
Two or More Races	11	749	9	1.2	--	--	--	--
Socioeconomically Disadvantaged	11	749	245	32.7	49	22	19	8
Students with Disabilities	11	749	60	8.0	83	12	0	3

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students Receiving Migrant Education Services	11	749	3	0.4	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

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

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

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

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

The Independence Safety Committee meets on a monthly basis to review safety data and to discuss solutions to potential safety problems. The committee assesses progress made on the annual goals and decides what the goals should be for the following year. Following the currently-approved 2014-15 Safety Plan Annual Goal Assessment, our 2015-16 Safety Goals are to:
    1: Increase the reporting of bullying incidents by 15%, with 100% resolution
    2: Increase attendance rate to 97%
    3: Decrease the number of drug and alcohol related incidents by 10%

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	4.65	5.15	3.57
Expulsions Rate	0.15	0.15	0.03
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	4.16	4.52	3.51
Expulsions Rate	0.14	0.12	0.04
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	No	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	No	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	No	Yes
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	No	No	Yes

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		15
Percent of Schools Currently in Program Improvement		75.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
English	27	29	29	29	18	21	52	34	53	58	67	50
Math	28	29	31	28	26	14	18	14	13	66	65	57
Science	31	31	31	10	12	13	30	13	11	60	66	72
SS	29	30	30	18	15	13	21	8	21	62	70	56

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.34
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	623

* 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.

Professional Development provided for Teachers

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

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$49,378	$44,363
Mid-Range Teacher Salary	$78,040	$71,768
Highest Teacher Salary	$100,055	$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)		$121,276
Average Principal Salary (HS)	$131,750	$133,673
Superintendent Salary	$239,583	$210,998
Percent of District Budget		
Teacher Salaries	38%	36%
Administrative Salaries	4%	5%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$7,320	$1,244	$6,076	$85,037
District	♦	♦	$6,672	$80,860
State	♦	♦	$5,348	$74,908
Percent Difference: School Site/District			-8.9	11.3
Percent Difference: School Site/ State			29.6	17.7

* Cells with ♦ do not require data.

Types of Services Funded

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

Independence receives:

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

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

From these funds the following programs are being funded:
Read 180 Program
English Language Arts and Math California High School Exit Examination [CAHSEE] support program to include counseling services.
Recovery Math program that is focused on students passing Algebra 1
Supplemental Counseling Program for ninth grade, English Language Learners [ELL] and at risk students
Homework/tutorial Center
AVID program

Multi Service Team that provides a variety of direct counseling services to students and parent as well as referrals to social service agencies operated by Santa Clara County academic counseling That concentrates on our Avid, ELD students, and Title One. Money has been allocated to the acquisition of student computers and related technologies (smart boards, document cameras, iPads, etc.) that will be used by students or directly for students. Additional resource periods for instructional coaching to benefit students has also been implemented.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	**English-Language Arts**			**Mathematics**		
	Not Proficient	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the LEA	46	21	32	39	32	29
All Students at the School	47	24	29	46	30	24
Male	52	26	22	48	30	22
Female	41	22	37	44	30	26
Black or African American	48	30	22	63	26	11
Asian	34	24	42	22	36	42
Filipino	42	24	34	43	37	20
Hispanic or Latino	62	24	14	72	20	8
White	45	15	40	53	26	21
Socioeconomically Disadvantaged	56	22	23	52	30	18
English Learners	99	1		77	17	6
Students with Disabilities	93	7		94	4	2

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

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Independence High School	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	52	54	53
Mathematics	60	63	54
East Side Union High School District	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	56	50	50
Mathematics	63	56	56
California	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	57	56	58
Mathematics	60	62	59

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Independence High School	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	13.30	10.40	12.00
Graduation Rate	81.43	85.85	84.73
East Side Union High School District	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	14.80	13.50	12.00
Graduation Rate	80.11	81.95	82.86
California	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2014**		
	School	**District**	**State**
All Students	86.17	82.2	84.6
Black or African American	82.61	78.16	76
American Indian or Alaska Native	100	75	78.07
Asian	94.92	94.09	92.62
Filipino	85.96	89.46	96.49
Hispanic or Latino	75.33	73.24	81.28
Native Hawaiian/Pacific Islander	100	86.21	83.58
White	80	87.32	89.93
Two or More Races	66.67	71.64	82.8
Socioeconomically Disadvantaged	73.44	59.15	61.28
English Learners	64.49	58.78	50.76
Students with Disabilities	82.48	77.06	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.3
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	42.94

2014-15 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	2	♦
English	5	♦
Fine and Performing Arts		♦
Foreign Language	5	♦
Mathematics	9	♦
Science	12	♦
Social Science	8	♦
All courses	41	.6

*   Where there are student course enrollments.

Career Technical Education Programs

Independence High School offers courses intended to help students prepare for the world of work. These career technical education courses (CTE) are open to all students. In addition to the courses offered at Independence, junior and senior students also have the opportunity to participate in the Central County Occupational Center (CCOC) and ROP. The programs Independence offers are in the area of: Finance and Business, Information Technology, Teaching Academy, Automotive Technology, Electronics Academy, and Carpentry. With the focus on Common Core Standards there is heavy concentration on College-to-Career education.

DataQuest

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

Internet Access

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