



Independence High School

125 Berry Street • Roseville, CA. 95678 • (916) 786-0793 • Grades 9-12

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<http://rjuhsd.us/site/Default.aspx?PageID=157>

2013-14 School Accountability Report Card Published During the 2014-15 School Year

Roseville Joint Union High School District

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School Description

Located in Roseville, California, Independence High School is one of eight schools in the Roseville Joint Union High School District. We are a fully accredited high school that uses independent study, small-group instruction, and online learning as its instructional delivery methods. We provide an alternative learning environment that is dedicated to supporting each student's academic and personal development. Our mission is to empower every student to be an independent learner, a critical thinker, and an effective communicator who values learning as a lifelong process.

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. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (916) 786-0793.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	9
Gr. 10	22
Gr. 11	41
Gr. 12	105
Total	177

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.6
Asian	1.7
Filipino	0.6
Hispanic or Latino	21.5
Native Hawaiian/Pacific Islander	1.7
White	64.4
Two or More Races	6.2
Socioeconomically Disadvantaged	36.2
English Learners	1.7
Students with Disabilities	1.7

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	12-13	13-14	14-15
Fully Credentialed	18	14	14
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Roseville Joint Union High School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	467
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Independence High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	97.92	2.08
Districtwide		
All Schools	98.99	1.01
High-Poverty Schools	99.08	0.92
Low-Poverty Schools	98.97	1.03

* 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 2014-15)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2015

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: 0.0%	Literature & Language Arts, Third, Fourth, Fifth, and Sixth Courses, 2003
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Carnegie Integrated Math 1, 2013, Geometry 2003, Algebra 2, 2007
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Biology, 2007, Earth Science 2003, Conceptual Physics, 2006
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	World History, 2007, U. S. History, 2008, Economics, 2003, Government, 2005
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Realidades, 2011
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Lifetime Health, 2004, Earth Science, 2003
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	online resources
Science Laboratory Equipment The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Science materials were inspected and updated June 2014

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 04/25/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]			
Interior: Interior Surfaces	[X]			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]			
Electrical: Electrical	[X]			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]			
Safety: Fire Safety, Hazardous Materials	[X]			
Structural: Structural Damage, Roofs	[X]			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]			
Overall Rating	Exemplary	Good	Fair	Poor
	[X]			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	56	43	47	70	70	76	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	37	48	41	67	67	66	54	56	55
Math	9	13	9	32	33	33	49	50	50
HSS	28	38	29	61	63	61	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	1	3	2
Similar Schools			

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	36.4	36.4	9.1

* 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.

2013-14 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	76
All Student at the School	47
Male	61
Female	38
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	53
Native Hawaiian/Pacific Islander	
White	42
Two or More Races	
Socioeconomically Disadvantaged	23
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-59	61	-27
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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

Parents are invited and encouraged to participate on the School Site Council as an active member reviewing and giving advice on the vision, direction, and expenditures of the school. Additionally, through the School Site Council, parents can have input in the school's English Learner program and give advice and support for all struggling learners. Parents are also welcome to participate on any of our WASC groups that review what, how, and through what methods courses are being taught at the school. For information about participating in any of these groups, contact the School Administrative Secretary at 786-0793.

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 High School's School Safety Plan is reviewed with staff and the School Site Council on an annual basis. Portions of the safety plan are discussed with the staff at faculty meetings and the School Safety Plan is formally reviewed by the School Site Council at its October or November meeting every year. The current School Safety Plan was reviewed by the School Site Council on October 20, 2014 and reviewed again on January 26, 2015. The School Safety Plan gives an overview of the action plans of responsibility and processes in the event of an emergency or disaster at the school. The public portion of the safety plan can be found on our school website.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.2	0.3	0.7
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	8.5	6.1	6.1
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		66.7

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
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	177

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

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	0	9	10	0	16	14	0	1		0		
Math	63	20	27	1	3	3	0			1	2	2
Science	4	6	14	1	5	4	0			0		
SS	28	5	9	1	28	22	0			1		

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,519	\$42,957
Mid-Range Teacher Salary	\$65,323	\$69,613
Highest Teacher Salary	\$85,558	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$120,526
Average Principal Salary (HS)	\$120,103	\$129,506
Superintendent Salary	\$197,750	\$207,044
Percent of District Budget		
Teacher Salaries	42	37
Administrative Salaries	6	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,939	\$364	\$8,575	\$70,084
District	♦	♦	\$6,666	\$69,866
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			28.6	0.3
Percent Difference: School Site/ State			82.8	-3.0

Types of Services Funded at Independence High School

Independence High School uses independent study, small-group instruction, and online learning as its instructional delivery methods. This naturally affords individualized learning through which a student receives the time and support necessary to achieve mastery in the course learning targets. Additionally, Independence High School participates in the Credit Recovery and Grade Recovery programs through which students will mastery the essential course learning targets of a course in which they weren't successful the first time they took the course. All of the delivery systems at Independence High School are tailored to the students' learning styles and academic needs.

Professional Development provided for Teachers at Independence High School

The Roseville Joint Union High School District provides 4 full professional development days. For the past 3 years, these professional development days have been dedicated to the implementation of Common Core into the curriculum and the acceleration of student learning through additional use of technology in the classroom. Independence High School staff has participated in additional Common Core trainings, a 2-day Googlefest, 4 full EL curriculum alignment days, Common Core Assessment trainings, Stanford History trainings, AVID training, Computer Users in Education training, Positive Behavior Intervention and Support trainings, Illuminate training, District Writing Assessment workshops, Blackboard training, Advanced Placement trainings, and California Consortium of Independent Studies conferences. Approximately half of these trainings are full day trainings and the rest are after-school trainings. Teachers participate in Professional Learning Communities where they share and experiment with the Common Core, review and evaluate their successes, and adjust instruction accordingly. The curricular groups report to the whole staff and administration on their journey of implementation and the principal discusses their personal progress in teacher-principal meetings.

Since the California adoption of the Common Core State Standards in 2010, the Roseville Joint Union High School District has adopted Common Core State Standards and Next Generation Science Standards. District and site leadership provide regularly scheduled (three full-days annually) around curriculum, professional development, instructional resources, and assessment alignment to the standards. Ongoing emphasis focuses on Essential Learning Outcomes and building assessment literacy through improved instructional practices (District Common Assessments).

The specific methods for professional development vary by department (core and applied) with a common theme of accelerating student achievement through technology. Common Core grant funds have been expended on shared strategies in workshops, conferences, professional learning teams, and other forms of professional development as available from Professional Development Specialists and site leaders.

After new staff gain initial awareness and orientation each year (through BTSA or other orientation), staff development implementation includes administrative and peer-teacher coaching in Common Core Advisory Teams, tracking and reporting student performance district and school-wide, as well as other specific professional development strategies that compliment college and career-readiness. These may include close reading, academic vocabulary, collaboration, argumentation, etc. For the most part, all teachers have vetted and revised learning targets across the district. Teachers have piloted instructional materials and assessments needed for full-implementation while preparing students for success on the first Smarter Balanced Assessment (SBAC) in Spring, 2015.

2013-14 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	26	32	41	23	45	33
All Students at the School	37	27	37	45	45	10
Male	42	33	25	62	31	8
Female	33	22	44	31	56	13
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White	33	33	33	40	47	13
Two or More Races						
Socioeconomically Disadvantaged	50	36	14	54	38	8
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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	2011-12	2012-13	2013-14
English-Language Arts	64	43	63
Mathematics	53	31	55
Roseville Joint Union High School	2011-12	2012-13	2013-14
English-Language Arts	71	72	59
Mathematics	71	76	62
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	71.43	90.79	84.56
Black or African American	0.00	79.25	75.90
American Indian or Alaska Native	100.00	89.29	77.82
Asian	100.00	94.83	92.94
Filipino	0.00	87.76	92.20
Hispanic or Latino	53.57	85.50	80.83
Native Hawaiian/Pacific Islander	66.67	87.50	84.06
White	85.19	92.35	90.15
Two or More Races	83.33	95.97	89.03
Socioeconomically Disadvantaged	54.55	88.32	82.58
English Learners	20.00	23.21	53.68
Students with Disabilities	200.00	47.06	60.31

Dropout Rate and Graduation Rate			
Independence High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	25.7	27.4	43.1
Graduation Rate	54.13	53.23	37.61
Roseville Joint Union High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	3.5	4.1	4.1
Graduation Rate	92.15	91.33	92.29
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science	1	♦
All courses	1	0.2

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	65.36
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	18.57

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Career Technical Education Programs

Independence High School offers elective classes that focus on career preparation and student's lives post-high school, but, because we are a small school, we haven't offered specific CTE programs. We offer Adulthood 101, Computer Applications, Study Skills, and Psychology, all courses that will enhance students' ability to be prepared for a career after high school but, to date, we don't have a defined program of study. Students who are looking for a specific CTE program are encouraged to enroll concurrently in an ROP class.