

## School Accountability Report Card

### School Year 2001-2002

School Information		District Information	
School Name	Independence High	District Name	East Side Union High
Principal	Cari Vaeth	Superintendent	Joe Coto
Street	1776 Educational Park Dr.	Street	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95133-1703	City, State, Zip	San Jose, CA 95133-1316
Phone Number	408 928-9500	Phone Number	408 347-5000
FAX Number	408 928-9515	FAX Number	408 347-5045
Web Site	ih.esuhds.org	Web Site	www.esuhds.org
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CDS Code	43-69427-4330031	SARC Contact	Lorraine Guerin

### School Description and Mission Statement

Independence High School is located in the East foothills of San Jose. It is the largest of eleven comprehensive high schools in the East Side Union High School District. For the past two years, the student population had exceeded 4,200, the largest enrollment in its history. The teaching staff includes 220 teaching faculty and 120 support personnel. The administration includes a principal, an associate principal and five villa principals. The student population is divided into five villas, each having its own principal, counselors and office staff. Two of these villas, Democracy and Eagle Halls, are dedicated to ninth graders. The other three villas, American, Bicentennial, and Constitution Halls, are designated for sophomores, juniors and seniors.

Independence High School is committed to academic excellence for every student. As the population of their students and the needs of the work force in Silicon Valley changed, the staff realized that the process of teaching and learning had to be reevaluated and changed to prepare students to become life long learners in the 21st century. Students are no longer tracked into classes by ability level. All Freshmen are placed into college prep Integrated Science, Algebra 1 and English classes. To aid 9th grade students, "families" have been created. Teachers in the subjects of math, science and English teach a common group of 150 to 200 freshmen. This allows the teachers to collaborate and plan lessons across subject areas and to better support and monitor the students. Teachers get to know the parents during scheduled meetings. All this keeps the learning communities close and small, allowing for better

student-teacher interaction.

### **Mission**

The mission of Independence High School is to provide a student-centered learning environment with access to all. It is a partnership of students, parents, staff and community members where everyone continues to be challenged; where the lessons of the past and the demands of the present create an atmosphere of tolerance, acceptance, and change leading to a sphere of tolerance, acceptance, and change leading to an enriched future for every individual and the community.

### **Expected Schoolwide Learning Results**

- Every Student Will Be a Critical Thinker.
- Every Student Will Demonstrate Personal Responsibility.
- Every Student Will Be an Effective Communicator.
- Every Student Will Be an Informed and Involved Citizen.

Every Student Will Be Prepared to Pursue a Variety of Post Secondary Options.

## **Opportunities for Parental Involvement**

Contact Person Name	Theresa Maxie	Contact Person Phone Number	408 928-9530
<p>Independence is committed to involving as many segments of the community as possible in planning, operating, monitoring and evaluating its educational programs. This includes:</p> <ul style="list-style-type: none"><li>• <b>SCHOOL SITE COUNCIL:</b> A group of 32 teachers, counselors, parents, students and administrators who are responsible for planning and sustaining the school's School Improvement Program.</li><li>• <b>SCHOOL ADVISORY COMMITTEE &amp; BILINGUAL ADVISORY COMMITTEE:</b> These two committees include parents, staff, and community members who advise the school on how best to serve non-English speakers and students scoring below grade level in math and reading.</li><li>• <b>GATE COMMITTEE:</b> A group of parents, teachers, and other school staff who plan programs to meet the needs of the school's 380 (10%) gifted and talented students.</li><li>• <b>STAFF SENATE:</b> A group of professional educators composed of 15 teachers, 5 classified staff, and 2 administrators meet twice per month to discuss current issues and resolve problems. They also focus on long range planning to increase the effectiveness of the school programs and seek ways to make IHS a more pleasant place to work and learn.</li></ul> <p><b>AD HOC COMMITTEES:</b> Advisory and information parent and staff committees meet regularly for UCO students, magnet and academy program students, ELD students, African American students and Hispanic students. <b>IHS BAND BOOSTERS:</b> This group provides support and direction to the band. Other parent and community groups support spirit leaders, athletic teams, clubs, and classes. Independence High School is recognized for its excellence in education throughout the State of California.</p>			

## **I. Demographic Information**

### **Student Enrollment, by Grade Level**

Grade Level	Enrollment
Grade 9	1032

Grade 10	1070
Grade 11	1018
Grade 12	930
Ungraded Secondary	26
Total	4076

### Student Enrollment, by Ethnic Group

The percentage of students in a racial/ethnic category is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	150	3.7	Hispanic or Latino	1,426	35.0
American Indian or Alaska Native	14	0.3	Pacific Islander	40	1.0
Asian-American	1,365	33.5	White (Not Hispanic)	359	8.8
Filipino-American	722	17.7	Other	0	0.0

## II. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	February 5, 2001	Date Last Discussed with Staff	March 14, 2001
<p>Safety is a priority at Independence. The school's safety team includes parents, students and staff. They have developed a school safety plan and monitor its implementation. San Jose Police officers are present on campus to assist in emergencies and to handle situations more appropriate to law enforcement. The parent safety team monitors part of the campus to assure that students are in class. Emergency drills are conducted regularly for fire, earthquake and intrusions.</p>			

### School Programs and Practices that Promote a Positive Learning Environment

<p>Student attendance at school is directly related to achievement and graduation. Parents should develop a process of monitoring the daily attendance of their students in all classes. The attendance office and villa office staffs notify the parents of chronically absent students by phone. Student absences are also noted for each class on the report cards. Letters are sent home when students have excessive absences or when phone contacts are unsuccessful. Home/School Liaison staff make home calls where necessary</p>
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and assist parents in working with their students in developing regular attendance habits. On an average day at IHS well over 91% of the students attend school. Another 3% of the students have excused absences. If you have questions or concerns about the attendance of your student, you should immediately call the villa office for his or her attendance status.

Independence has a behavior code that was developed by staff and parents in accordance with district policy and educational codes. The plan is mailed to parents at the beginning of each school year and distributed to the students. The school offers a family support program which assists parents in establishing acceptable social standards for their children and methods of monitoring and enforcing these standards so that their children will experience greater success in school and throughout life. Parents interested in this program should call IHS and ask for the supplementary programs' office.

Good citizenship, respect for one another and adherence to school rules are fundamental to the achievement of excellence. A safe and orderly campus is assured when parents, teachers, administrators, and students join together. Unacceptable behavior carries consequences. The school makes every effort to retain students in the educational system. While correcting misbehavior and truancy through programs such as Saturday school and alternative educational programs. Behavior that endangers students or staff is not tolerated and is handled through the district suspension and expulsion procedures.

### Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2000	2001	2002	2000	2001	2002
Suspensions (number)	637	483	402	2549	2101	2109
Suspensions (rate)	15%	11%	9.9%	10%	9%	9.3%
Expulsions (number)	20	9	2	74	31	31
Expulsions (rate)	.5%	.2%	.05%	.3%	.1%	.1%

### School Facilities

The school's janitorial and gardening staff keep the 102 acre facility clean and well maintained. Measure A funds have remodeled science classrooms and campus restrooms. New exterior lighting, fire and intrusion alarm and telephone systems have increased the safety for staff and students. Modernization of classrooms continues.

## III. Academic Data

## Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only). *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	23	33	---	27	32	---	28	33
10	---	29	27	---	27	30	---	31	33
11	---	26	29	---	24	28	---	29	31

### CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	15	---	---	17	---	---	21
10	---	---	17	---	---	15	---	---	21
11	---	---	16	---	---	13	---	---	18

### CST - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---		---	---	7	---	---	22
10	---	---	24	---	---	22	---	---	26
11	---	---	20	---	---	18	---	---	25

### CST - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	21	---	---	22	---	---	24
10	---	---	21	---	---	19	---	---	24
11	---	---	23	---	---	23	---	---	31

### CST - Subgroups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	31	36	6	49	21	35	
10	23	31	1		24	31	0
11	23	34	1		44	21	

### CST - Subgroups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	15	16	4	22	2	16	

10	21	14	9		12	20	
11	19	14	9		22	13	

### CST - Subgroups - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	21	20	5	31	12	23	
10	23	19	3		17	24	
11	22	24	1		37	16	

### CST - Subgroups - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	21	20	5	31	12	23	
10	23	19	3		17	24	
11	22	24	1	sa	37	16	

### CST - Racial/Ethnic Groups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	21		41	37	17		56	
10	8		35	33	13	33	48	
11	20		38	27	16		49	

### CST - Racial/Ethnic Groups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	4		28	16	3		19	
10			30	16	6		20	
11			29	11	3		27	

### CST - Racial/Ethnic Groups - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10	4		33	27	10		37	
11	18		26	14	9		48	

### CST - Racial/Ethnic Groups - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	12		31	21	6		38	
10			32	22	8	13	40	
11	18		33	21	10		45	

### Stanford 9 (SAT 9)

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*



### SAT 9 - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	27	27	28	30	32	33	35	35	34
10	24	28	27	26	28	31	34	34	34
11	33	31	28	29	29	30	36	37	37

### SAT 9 - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	56	56	66	57	56	60	51	51	52
10	47	49	50	46	47	50	46	45	46
11	53	51	52	48	47	48	47	46	47

### SAT 9 - Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	29	28	4	42	24	29	
10	25	30	1	33	23	31	
11	23	31	3	34	38	21	

### SAT 9 - Subgroups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	29	28	4	42	24	29	
10	25	30	1	33	23	31	
11	23	31	3	34	38	21	

9	68	65	45	78	60	67	27
10	51	50	23	56	44	57	
11	53	52	28	59	64	46	

### SAT 9 - Racial/Ethnic Groups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	17		36	28	12		56	
10	10		33	29	15	33	51	
11	24		34	20	17		56	

### SAT 9 - Racial/Ethnic Groups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	43		82	71	44	73	78	
10	26		73	50	31	43	54	
11	37		71	46	32		68	

### California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	26.1	26.1	26.1	23.4	20.2	27.0	22.7	21.0	24.6

### Academic Performance Index (API)

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

**Growth Targets:** The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

**Subgroup APIs and Targets:** In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

**Percentage Tested:** In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

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

**Similar Schools Rank:** This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site at [Error! Hyperlink reference not valid.](#) or by speaking with the school principal

### School Wide API

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	92	94	94	Percentage Tested	94	94	97
API Base Score	622	600	622	API Growth Score	600	621	626
Growth Target	9	10	9	Actual Growth	-22	21	4
Statewide Rank	6	4	5				
Similar Schools Rank	9	3	3				

### API Subgroups - Racial/Ethnic Groups

API Base Data	API Growth Data
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	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
API Base Score	695	671	684	API Growth Score	673	685	701
Growth Target	7	8	7	Actual Growth	-22	14	17
Filipino-American				Filipino-American			
API Base Score	652	636	660	API Growth Score	623	657	645
Growth Target	7	8	7	Actual Growth	-29	21	-15
Hispanic or Latino				Hispanic or Latino			
API Base Score	487	476	508	API Growth Score	471	504	515
Growth Target	7	8	7	Actual Growth	-16	28	7
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	716	744	743	API Growth Score	739	753	743
Growth Target	7	8	7	Actual Growth	23	9	0

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
API Base Score	527	530	544	API Growth Score	537	540	607
Growth Target	7	8	7	Actual Growth	10	10	63

### API-Based Awards and Intervention Programs

California program data are based on API growth data from the previous academic year.

\*\*\*The II/USP Program was not funded for the year 2002.

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's Performance Award	NO	YES	NO	Recognition for Achievement (Title 1)			
Eligible for II/USP	NO	NO	***	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	NO	NO	***	Exited Title 1 Program Improvement			
Received II/USP \$	NO	NO	***				

## IV. School Completion (Secondary Schools)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

*These data are not required to be reported until 2004 when they can be reported for the entire potential graduating class. When implemented, the data shall be disaggregated by special education status, English language learners, socioeconomic status, gender and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress over the most recent three-year period toward reducing dropout rates include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Enrollment (9-12)	4358	4353	4341	24259	24577	24282	1659030	1703492	1735576
Number of Dropouts	246	156	65	1098	840	601	46470	47282	47899
Dropout Rate	5.6	3.6	1.5	4.5	3.4	2.5	2.8	2.8	2.8

## V. Class Size

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area, as reported by CBEDS.

Subject	2000				2001				2002			
	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+
English	25.07	87	84	13	24.09	85	90	4	24.00	82	82	3
Mathematics	26.36	51	62	27	26.19	52	65	26	26.20	41	57	16
Science	28.39	9	93	29	27.43	12	100	21	27.40	13	82	14
Social Science	30.71	3	59	43	29.92	3	74	29	28.26	9	77	4

## VI. Teacher and Staff Information

### Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2000	2001	2002
Total Number of Teachers	199	198	189
Full Credential (full credential and teaching in subject area)	160	156	151
Teaching Outside Subject Area (full credential but teaching outside subject area)			

<b>Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	47	39	33
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	2	6	7

### Teacher Evaluations

The principal, villa principals and associate principal identify areas where inservice training is needed to increase student achievement. The principal evaluates the performance of each villa principal, the associate principal, and the assistant to the principal. The principal is evaluated by the Superintendent based on written performance reports and personal interviews. A portion of this evaluation is based on goals developed jointly by the school and district administration and is tied to student success, instructional services, and administrative leadership.

### Substitute Teachers

The East Side Union High School District has developed a large number of qualified substitute teachers. When teachers are absent for illness or personal emergencies or need to participate in special professional training activities, substitute teachers are sent to cover classes.

However, to maintain the quality of the instructional program, every effort is made to minimize teacher absences.

### Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	8
Librarian	1
Psychologist	1
Social Worker	*
Nurse	**
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* Independence has social services available through its Healthy Start Program

\*\* There are two nurses in the district who serve all schools.

### Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
8	509.50

## VII. Curriculum and Instruction

### School Instruction and Leadership

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

- Curriculum-District efforts in all subject areas have been targeted at alignment of the instructional program with the state framework and content standards. Through subject area coordinators, district wide department leaders have helped to create agreed upon course descriptions, grading policies, scope and sequence of instruction, and common assessment measures. These agreements have been brought to the school level where teams of teachers are development standards based units of instruction that take into account our students' particular skills levels and needs. Examinations of student work within departments has helped inform the creation of those units of instruction. Cross-curricular teams at the ninth and tenth grade levels are also involved in the examination of student work and in cross departmental teaching of literacy and numeracy.
- Training-Staff participated in training in creating standards based units of instruction through backwards mapping from standards throughout the school year. In addition, teachers of ninth and tenth graders became members of a "Literacy Cadre" trained in reading and writing strategies in an effort to help underachieving student. Finally, technology training as it assists this Digital High School in the delivery of standards based instruction has been ongoing throughout the year. There were six staff development training days this school year with our Summer Institute comprising five of those days. There were two "Callback" sessions after school as follow up to the Institute as well as one Saturday training for Literacy Cadre.
- Student Support-Data is compiled every quarter and every semester to address and monitor the progress of under-performing students. This process enables the school's leadership team and staff to implement immediate interventions to improve student achievement. Data discussions and cycles of inquiry are done periodically in leadership meetings, department meetings, and ITL meetings. Results of data discussions enable the school to determine next steps and interventions. Targeted students such as English Language Learners, Title I and numerically significant API subgroups are included in the data discussions and in determining next steps.
- Equal Access-All students at Independence High School are receiving the district's core curriculum as evidenced by samples of student work, teacher lesson plans, and formal and informal observations. Teachers, paraprofessionals, and administrators work collaboratively in providing the



district's core curriculum to all students. Staff development activities are structured to improve the ability of all staff to better meet the needs of all students including multi-funded students. There is an emphasis on staff development activities that encourage departments to align lessons with the state math and language arts standards. The Independence High School staff provides varied approaches to deliver the core curriculum to multi-funded students which is supported by the district and the school's categorical fund. All staff members collaborate and share ideas during collaboration day. Samples of student work, department meetings, ITL meetings, and district level meetings ensure that all students are receiving the district's core curriculum.

As a legacy of our designation as a Bay Area School Reform Collaborative (BASRC), the administration and teacher leaders of Independence have made the Cycle of Inquiry and integral part of our decision making process as it relates to making sure that all students have access to a quality academic program and to the opportunity to achieve academic success.

The school looks to the following groups for direction and support of our programs to assist students:

- School Site Council: A groups of 32 teachers, counselors, parents, and students and administrators are responsible for planning a sustaining the School Improvement Program.
- DAC/BDAC: These two committees include parents, staff, and community members who advise the school on how best to serve non-English speakers and students scoring below grade level in math and reading.
- GATE Committee: A group of parents teachers, and other school staff who plan programs to meet the needs of the school's 380 (10%) gifted students.
- The Instructional Team Leaders/18.4 Committee: Department chairs who meet once per month to discuss current issues and resolves problems. They also focus on long range planning to increase the effectiveness of the school programs and assure that standards based instruction if of the highest quality.
- Ad HOC Committees: Advisory and information parent and staff committees meet regularly for magnet and academy program students. ELD students, African-American, Filipino, and Hispanic students.

In additional the school's administrative team conducts frequent classroom visits to enable them to support teachers in improving the instructional program. The administrative team further supports teachers by providing opportunities and structures for regular collaboration in ninth grade families, tenth grade team, as well as school wide.

## Professional Development

Staff development at Independence High school has focused on:

- The best practices of teaching and learning
- Small learning communities
- Teaching to standards
- Literacy

From 8/28/00 to 8/24/01 (the school year 2000-2001) the average faculty member has had 20 days of teaching training offered to him/her.

Additionally, the Science teachers have trained weekly around the delivery of standards, new teachers are trained monthly, and staff collaborates every week around issues of literacy and standards.

Each year a five-day summer institute is offered. Following this or any other training, "callbacks" offer an opportunity to share training applications and receive more training.

Staff development is funded by the School Site Council, regular reports are made to the Council and is guided by a committee of teachers elected in compliance with the district union agreement.

The staff development coordinator is released three periods a day to develop, coordinate and follow-up on training.

### Quality and Currency of Textbooks and Other Instructional Materials

**Classroom** sets of individual textbooks are available to students for courses using them. On the average, a new textbook costs between \$55.00 and \$60.00. Students who take five required courses may have as many as 5 texts with a total value of \$275.00 or more. New textbooks were adopted by the Board of Trustees for courses in ELL, Health and Safety Education, Foreign Language, Home Economics, and Social Science. These textbooks have been phased in to replace outdated textbooks.

**Textbook losses continue to be a serious district problem that students, parents and teachers must address every year.**

### Instructional Minutes

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	65,253	64,800
10	65,253	64,800
11	65,253	64,800
12	65,253	64,800

### Total Number of Minimum Days

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## VIII. Postsecondary Preparation (Secondary Schools)

### Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for Fine and Performing Arts includes AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	2	4	58
Computer Science	1	2	67
English			
Foreign Language	4	4	57
Mathematics	2	7	242
Science	2	3	78
Social Science	4	8	215

### Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Number of Pupils Enrolled in all Courses	Number of Pupils Enrolled In Courses Required For UC and/or CSU Admission	Percentage of Pupils Enrolled In Courses Required For UC and/or CSU Admission
18261	12782	70.0

### Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

Number of Graduates	Number of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission	Percentage of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission
768	328	42.7

### SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Grade 12 Enrollment	937	956	930	5632	5693	5590	347813	357789	365907
Percentage of Grade 12 Enrollment Taking Test	42	48	40	38	40	40	36	37	37
Average Verbal Score	458	454	453	459	462	453	492	492	490
Average Math Score	501	495	500	502	500	494	517	516	516

### College Admission Test Preparation Course Program

Independence High school offered students online SAT1 test preparation during the 2000-01 school year, through ACHIEVA corp. Services provided by ACHIEVE were judged to be unsatisfactory, and as a result the contract was terminated. The district office is currently negotiating with new test prep providers. At this time a new provider has not been retained

### Degree to Which Students are Prepared to Enter Workforce

Independence is home to three California Partnership Academy Programs: East Side Academy, Academy of Finance and the Teaching Academy. These Academies prepare students for careers by providing job-related experiences in the community, internships and mentoring by working professionals.

## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 2000-2001)

Statewide data categories used for comparison are determined by type (Elementary, High, and Unified) and enrollment. The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts. (Note: 2001-02 date was not available at this time.)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	38833	35124
Mid-Range Teacher Salary	62560	57212
Highest Teacher Salary	77200	71349
Average Principal Salary (High)	102401	99782
Superintendent Salary	199132	138750

Percentage of Budget for Teacher Salaries	39.01	38.23
Percentage of Budget for Administrative Salaries	5.33	5.12

**Expenditures (Fiscal Year 2000-2001) (Note: 2001-02 date was not available at this time.)**

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$173,933,670	\$7,385	\$6,534	\$6,360

**Types of Services Funded**

In 2001-2002, the East Side Union High School District received \$200 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$8,375 per student. The graphs below illustrate district income and expenditures.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are Integrated Career Programs (ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.

Independence High School is a leader in developing new programs and adding services which will improve student performance. The school also receives additional state and federal funds and private grants to meet the needs and learning styles of our diverse student population. The following programs and services are offered on the IHS campus:

- Limited English Proficient Program
- Delayed Language/Aphasic Program
- Evergreen Valley College Program
- Compensatory Education Program
- Adaptive Physical Education Program
- ROP-Early Childhood Development Program
- ROP-Merchandising Program
- Clinical Counseling/Peer Support
- School Based Health Clinic
- College Visitation & Enrollment Program
- Gifted & Talented Ed Program
- Freshman Orientation Program