

East Side Union High School District presents...

Report to the Independence Community

1997-1998

School • Accountability • Report Card

Independence High School

1776 Educational Pk. Drive San Jose, CA 95133

(408) 729-3911; FAX (408) 926-6785

Principal: Cari Vaeth

Email: <http://ihnet.esuhd.org>

Superintendent: Mr. Joe Coto

Board of Trustees: Patricia Martinez Roach, David Cortese, Craig Mann, J. Manuel Herrera, Jeff Ota

MISSION and GOALS STATEMENT

The mission of Independence Educational Park is to offer an educational program which establishes high expectations and provides equal access for all amidst a positive, caring, learning environment fostering self-esteem and ensuring that students will be successful after high school graduation as they approach the 21st century. The Goals are to:

- Ensure the Success of all Students
- Reduce the Dropout Rate
- Increase Student Achievement
- Enable Students to Become More Humane, Self-Confident Contributing Members of Society
- Increase the Graduation Rate
- Increase Student Enrollment in Post-Secondary Schools



SCHOOL FACILITIES and SAFETY

Independence High School opened in 1976. It is the newest comprehensive school in the East Side Union High School District. An Educational Park with approximately 4,000 students, Independence is the 12th largest high school in the United States. The overall management and leadership of the IHS Educational Park is handled by the Principal and the Assistant to the Principal.

The school is divided into five schools/villas: American Hall, Bicentennial Hall, Constitutional Hall, Democracy Hall, and Eagle Hall—each villa houses a diverse population of approximately 1,200 students. The five villas on the Educational Park Campus provide students with an opportunity to develop closer relationships with the students and teachers within their assigned villas. The Villa Principals are responsible for the daily operations and instruction within their villa. Each villa has a student services staff of counselors, student advisor, and clerical staff to assist the Villa Principal. IHS students have access to more facilities than most high school students in the world. These include a professional 550 seat theater, an Olympic swimming and diving complex, a planetarium, a gym seating 5,000, a lighted stadium, as well as excellent industrial education shops, computer labs, and large performing and visual arts complexes. The 65 buildings on the 102 acre campus provide a relaxed and open learning atmosphere. IHS also provides students with one public library, one school library, before & after school tutorial center, school bank, student store, health clinic, bookroom, and food services.

A staff of 266 members are dedicated to providing the highest quality educational programs and work hard to ensure a safe and orderly learning environment. A team, led by the Associate Principal, provides information on student attendance and student behavior to parents and staff, thus promoting a secure campus. Independence High School, along with other district schools, maintains a closed campus. This policy helps to reduce the number of nonstudents entering the campus and reduces the incidents of illegal activity.

PURPOSE: The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November, 1988. Local school boards must issue a report card for each school under their jurisdiction. The report card provides parents and community members with information about the school—its resources, its successes, and the areas where it needs improvement.

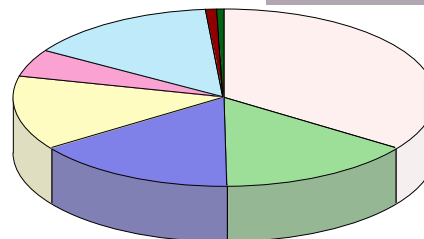
TRADUCIDOS: Sequiere una copia de este documento traducido en español, por favor llame a este numero 729-3911

DỊCH THUẬT: Nếu quý vị cần bản tường trình này bằng tiếng Việt, xin gọi số 227-8800—Nguyễn Đình

STUDENT POPULATION

Hispanic
Vietnamese
Filipino
White
African Amer.
Other Asian
Amer. Indian
Other

Hispanic	33.86%
Vietnamese	15.85%
Filipino	16.89%
White	12.56%
African American	4.89%
Asian	14.66%
American Indian	.81%
Other	.48%



Student enrollment at Independence was 3,559 in October, 1997. The staff is committed to providing all students equal access to courses which will provide IHS students the skills and knowledge required to graduate from high school and to successfully complete a college or university program. Fostering understanding and acceptance of the ethnic diversity among those speaking some 43 different languages is a primary goal of the school. Approximately 45% of the Independence students learned English as a second language. Over one third of the students are enrolled in courses that meet their specific needs, (ELD, UCO, Spec. Educ., GATE, and others). Honors and Advanced Placement classes are available to all students who meet the criteria for these programs.

LOCATION

Independence High School is one of 10 comprehensive high schools in the East Side Union High School District. It is located in northeast San Jose, just off Interstate 680, and is bounded by Jackson, Mabury, McKee (nearby), and Educational Park Drive.

The large IHS attendance area serves parts of the Berryessa, Alum Rock, and Old Oakland Road communities of San Jose.

Superintendent Joe Coto
East Side Union High School District
830 North Capitol Avenue
San Jose, CA 95133

Non-Profit
U.S. Postage
PAID
Permit No. 4529
San Jose, Calif.

CLASS SIZE and TEACHING LOADS

Class size in the East Side Union High School District varies by subject from an average of twenty or less in reading classes, ELD, and 9th grade Opportunity classes to forty-two or less in physical education. The specific class size by subject area is established by a contractual agreement between the East Side Teachers' Association and the school district.

It is each school's responsibility to monitor class size at that site and to maintain class averages at or below the agreed upon numbers. Where class size exceeds the subject average, a monetary penalty is assessed against the school district.

The typical teaching load for a full-time teacher is five classes plus a preparation period, with one to three subject level preparations. Teachers with less than a full-time contract have a proportionately lower teaching load.

Instructional Aides for ELD are provided through State and Federal Supplementary Funds to assist in Math, Sheltered Science, Sheltered World History, Sheltered Keyboarding and various ELD courses.

Instructional Aides are provided through Special Education funds for all Special Education classes.

The average department class size is as follows:

DEPARTMENT/CLASS SIZE	DEPARTMENT/CLASS SIZE
Art29	Other.....30
Business Education29	Safety Education.....35
Typing/Keyboard.....40	Science.....32
English.....30	Social Science.....34
Foreign Language29	<i>Additionally, the following</i>
Homemaking.....29	<i>classes average:</i>
Industrial Education29	ELD
Mathematics.....32	Language Arts 1 & 220
Performing Arts (Band,	Survival Skills.....20
Choir, except for Drama)30	Language Arts 3.....30
Physical Education.....42	Bilingual/Sheltered.....25
Reading	
Improvement & Development ..20	

All ninth grade Math, Science and English classes were loaded at a ratio of 25 to 1.

TEACHER EVALUATION and PROFESSIONAL IMPROVEMENT

The principal, assistant to 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 administrations and is tied to student success, instructional services, and administrative leadership.

Teachers attended the equivalent of eight full days of staff development programs. These programs focused on curriculum revisions and provided intensive training on the delivery of instruction and equal access for all students to a rigorous course of study. In addition, many teachers and administrators attend classes at colleges and universities and participate in workshops offered by professional organizations, Santa Clara County Office of Education, and the East Side Union High School District.

SUBSTITUTE TEACHERS

Finding and hiring qualified substitute teachers is a problem at all East Side high schools. The need for substitutes varies with the day of the week and the time of year.

Coupled with teacher absences for illness and personal necessity, there are special professional growth activities that require teachers to be absent from their classes. These special activities may include teacher training workshops or subject area conferences.

When the need for substitutes exceeds the supply, the regular classroom teachers are called upon to fill in for their colleagues during their preparation period.

Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Every effort is made to minimize teacher absences.



TEXTBOOKS and INSTRUCTIONAL MATERIALS

Classroom sets of individual textbooks are available to students for courses using them. On the average, a new textbook costs between \$35.00 and \$40.00. Students who take five required courses may have as many as 5 texts with a total value of \$175.00 or more.



New textbooks were adopted by the Board of Trustees last year for courses in ELD, Health and Safety Education, Foreign Language, Home Economics, and Social Science. These textbooks are being phased into schools over two years to replace outdated textbooks.

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

Technology continues to increase as an instructional tool at Independence Educational Park. Students make use of more than 450 computers in classes such as freshman orientation, computer programming, science, English, graphics, publications, keyboarding, advanced business skills, academy programs and special education. At IHS the instructional staff also uses interactive video, laser discs and multimedia technology teaching stations. A Teacher Productivity Center has Apple Macintosh and IBM computers allowing the staff to create instructional materials and handle clerical tasks using current technology.

TRAINING and CURRICULUM IMPROVEMENT

The IHS staff believes professional development is a lifelong process in which all staff members are involved. The school and the district set aside the equivalent of eight days for both classified and certificated staff to improve or learn new skills in order for them to do their jobs more effectively and efficiently. The result of this training has made IHS a model school for change which has improved student performance. The high level of professional development service was carried forward into the 1997-98 school year. The staff development program utilizes professionals from other educational institutions and from industry as well as our own staff in presenting information or giving demonstrations. Staff development programs focused on:

- **Curriculum**—Departments concentrated on revising and upgrading course content, providing equal access to students to a rigorous course of study, developing new student assessment processes and designing new courses.
- **Restructuring**—Designation as a Bay Area School Reform Collaborative (BASRC) Leadership School has allowed Independence to continue in the development and planning of academy programs focusing on integrated curriculum and career pathways. Staff development and community forums continues to focus on the development of standards and assessment related to student achievement.
- **Diversity Training**—At IHS, with its diverse ethnic student population, it is vital to create common experiences that are shared by all students and staff. The staff is provided with training on common experiences which allows the school community to come together to share, learn, celebrate, and reflect upon their uniqueness. The training focuses on school wide activities, facilitating communication, evaluating success of activities, planning for increased effectiveness of activities, and offering support for the many activities and groups involved with diversity activities. Inservice for classified staff included specialized training particular to the needs of the instructional aide, clerical, food and nutrition, custodial and gardening staffs. IHS staff participated in a program presented through the ESUHS for classified staff.

The Independence staff is constantly seeking ways to improve current course offerings and develop new courses to meet the needs of students in the twenty-first century. The ESUHS Subject Area Coordinators have made it a priority to work with the school's instructional staff to align the courses and curricula with the California State Department of Education Frameworks and Curriculum Standards. The administration has taken the leadership in this area by attending many of the State Framework seminars and restructuring workshops. Many IHS teachers belong to subject area professional organizations and other organizations related to the field of education. IHS continues to have many of its teachers serve as Mentor Teachers for the district. Teachers and administrators serve on numerous district and county committees to improve the delivery of instruction, to increase student achievement, to provide more students equal access to all areas of the school's curriculum.

TEACHERS' ASSIGNMENTS

California law requires that teachers be assigned to classes only within their area of credential authorization. Where it is necessary to make assignments outside of current credential authorization, appropriate special credentials are obtained. For the school year of 1997-98, there were approximately 10 teachers requiring special credentials throughout the district.

QUALITY OF INSTRUCTION and LEADERSHIP

In the spring of 1996, The California School Boards Association selected Independence High School as a **Bay Area Reform Leadership School**. This is one of the most prestigious awards that a school can receive. This award is based on the school vision and leadership, programs and curriculum, teaching and learning processes, assessment and accountability, student support services, teacher training and workshops, and parent and community participation. Independence High School was the only school in San Jose to receive this high honor.

Independence offers one of the widest range of courses in Santa Clara County. If your student is planning to enter a 2 year or 4 year college or university, IHS offers the courses necessary for him/her to be accepted to the college or university of his/her choice. While many schools have eliminated their vocational programs, IHS continues to offer courses that prepare students to move from high school directly into careers. Students' ability to meet their goals not only depends on success in high school but on making sound plans for advanced study after high school. Universities, community colleges and technical schools' entrance requirements must be considered when making course selections. Besides the academics, IHS offers a great co-curricular program including clubs, athletics, music, dance, drama, student government and other activities.

Courses selected by students and the availability of staff are the main factors used in developing the IHS educational programs for the 1997-98 school year. Only courses which have sufficient student enrollments can be offered. Course selections must be made carefully. Program changes may not be possible later in the year. Assignment of specific teachers and class periods is done during the summer as part of the computer scheduling process.

Independence offers the highest quality courses and programs. It has some of the finest educational facilities found in the United States. The IHS staff is committed to providing the very best instruction to all students. Parents are encouraged to call the villa offices at any time if they have questions.

- Based on the state criteria for classification as a senior student, Independence had a graduation rate of 94%. All entrance requirements for the University of California were completed by 39.4% of the graduates.
- 35% of IHS 1996 graduates enrolled or planned to attend a 4 year college or university and 55% enrolled in community colleges.

125 IHS students took 171 Advanced Placement Examinations in 13 subject areas. Tests were given in the areas of Art History, Computer Science A & B, English Language, English Literature, Comp. Government, U. S. Government, History, Calculus AB & BC, Physics B and Spanish Language. The overall pass rate for IHS students for all subjects was 70.2% with an average score for all subject areas of 3.3. With a score of 3 or better on any subject area test, universities and colleges usually grant college credit.

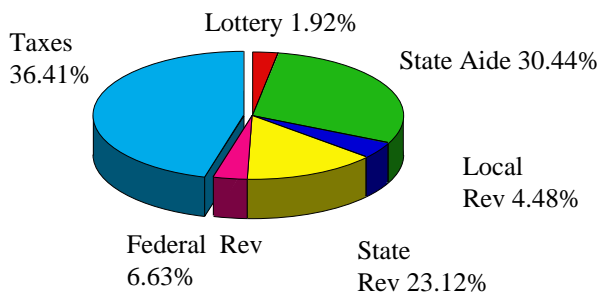
- With the assistance of the IHS counseling staff, 100% of the senior students completed applications for college and university financial aid. Independence is committed to involving as many segments of the community as possible in planning, operating, monitoring and evaluating its educational programs. This includes:
 - SCHOOL SITE COUNCIL:** A group of 32 teachers, counselors, parents, students and administrators who are responsible for planning and sustaining the school's School Improvement Program.
 - SCHOOL ADVISORY COMMITTEE & BILINGUAL ADVISORY COMMITTEE:** These two committees include parents, staff, and community members who advise the school on how best to serve non-English speakers and students scoring below grade level in math and reading.
 - 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 and talented students.
 - STAFF SENATE:** 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.
 - AD HOC COMMITTEES:** 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.
 - IHS BAND BOOSTERS** provide 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.

EXPENDITURES and SERVICES OFFERED

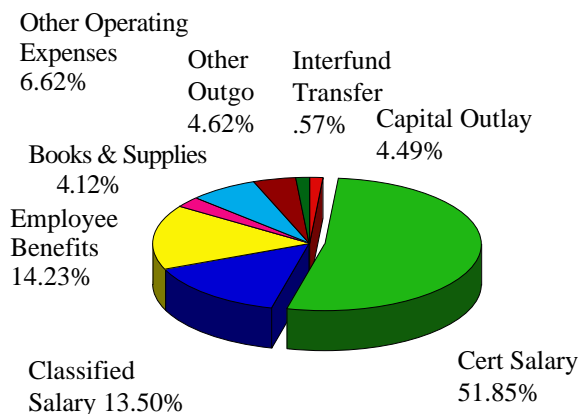
In 1997-98, the East Side Union High School District received \$146 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$6,646 per student. The graphs below illustrate district income and 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.

—General Fund Income—



—District Expenditures—



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:

- | | |
|--|------------------------------|
| East Side Electronics Academy | Gifted & Talented Ed Program |
| Limited English Proficient Program | Freshman Orientation Program |
| Delayed Language/Aphasic Program | Performing Arts Academy |
| Evergreen Valley College Program | Fashion Design Academy |
| Compensatory Education Program | Transportation/Auto Academy |
| Adaptive Physical Education Program | Work Experience Program |
| ROP-Early Childhood Devel. Program | Conflict Resolution Program |
| ROP-Merchandising Program | Speech Therapy |
| Publication Technology Program | Migrant Education Program |
| University & College Opportunity Program | Resource Specialist Program |
| Clinical Counseling/Peer Support | Special Day Class Program |
| School Based Health Clinic | Space Science Magnet |
| Graduate on Time Program (GOTcha) | Student Study Center |
| College Visitation & Enrollment Prog. | School Improvement Program |
| Independent Study Program (ISP) | Teaching Academy Magnet |
| | Pegasus Alternative School |

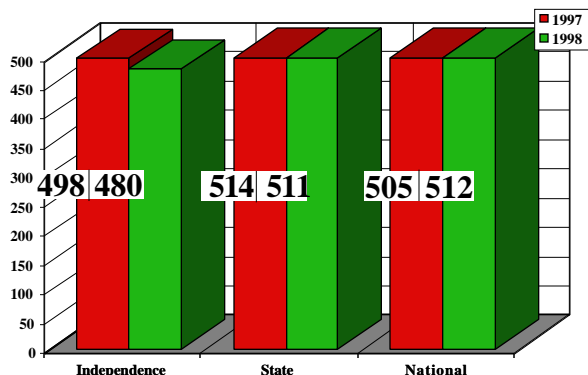
—Compensation / Salary—

Many things affect employee salary. Considerations that affect the salary of educators are: the size of the district and whether it serves only high school students, elementary students, or both. Below, we look at statewide averages, ranges and

ESUHSD figures.	STATE-WIDE AVERAGE	STATE-WIDE RANGE	ESUHSD
Beginning Teacher's Salary	\$27,896	\$25,531-\$34,662	\$29,577
Midrange Teacher's Salary	\$45,863	\$36,805-\$57,996	\$48,018
Highest Teacher's Salary	\$55,196	\$50,523-\$66,667	\$57,528
School-Site Principal's Salary	\$79,461	\$69,202-\$96,993	\$82,764
District Superintendent's Salary	\$106,594	\$82,082-\$126,719	\$110,165

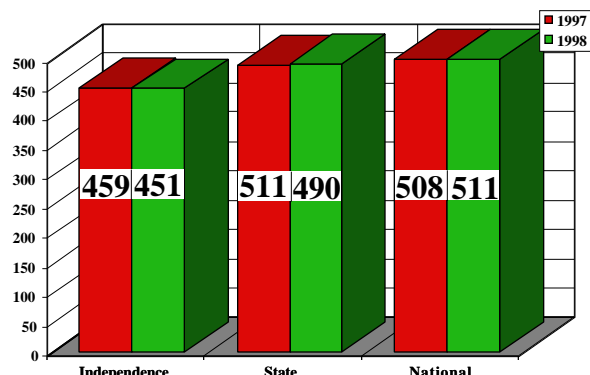
The Scholastic Aptitude Test (SAT) is a voluntary 2 1/2 hour test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students. The College Board reports the number of students from each school who took the test.

SCHOLASTIC APTITUDE TEST MATH SCALE SCORES



The College Board reports the average scale scores of students who gave permission to release those scores to their schools. In the mathematics section of the SAT, the Independence students who gave permission to have their scores reported to their school averaged a scale score of 480 in 1998. This represents a decrease of 18 points from the previous year. The graph above compares the mean mathematics scores for Independence attained in 1997 and 1998 with those attained by students across the state and across the nation.

SCHOLASTIC APTITUDE TEST VERBAL SCALE SCORES



In 1998, Independence students volunteering their scores averaged a verbal scale score of 451, a decrease of 8 points over the scores reported for their counterparts the previous year. The graph above compares the mean verbal scores for Independence attained in 1997 and 1998 with those attained by students across the state and across the nation.

COUNSELING and STUDENT SUPPORT SERVICES: 1997-1998

At Independence, each villa has 2-3 part-time counselors. All 12th graders have an assigned counselor who is responsible for the following services: transcript evaluation, schedule changes, college counseling, testing, letters of recommendation, parent conferences, personal counseling, and college & financial aid applications. Students in grades 9-11 see an available counselor for schedule changes, testing information, personal counseling, college planning.



In addition to the guidance counseling program, the following counseling support services are available: the Career Center, Clinical Counseling, and Healthy Start. Three student advisors and three home-school liaisons assist students in the areas of attendance and discipline.

CLASSROOM DISCIPLINE and CLIMATE FOR LEARNING

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, yet correcting misbehavior and truancy, through programs such as in-school suspension, Saturday school, and alternative educational programs. Behavior which endangers students or staff is not tolerated and is handled through the district suspension and expulsion procedures.

ATTENDANCE and DROPOUT RATES

Student school attendance is directly related to student 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 and assist parents in working with their students in developing regular attendance habits. On an average day at IHS well over 92% of the students attend school. Another 4% of the students have excused absences. If you have questions or concerns about the attendance of your student, you should immediately call the attendance office or the villa office for his or her attendance status. The total number of students suspended for the 1997/98 school year was 293, and the number of students expelled was 8.



The number of students in grades 10, 11, & 12 who left Independence without requesting a transcript during the 97-98 school year was 328, which was a decrease over the previous year. This presents a drop-out rate of about 8.2%. The school staff continues its efforts to reduce the student dropout rate at IHS and to have all students graduate on time. Strategies such as special orientation programs, study skill classes, student tutorial centers, satellite study centers, period sweeps of the campus for students out of class and alternative ways of earning credits for graduation have resulted in increased numbers of students graduating. The school has programs to help students remain in school, to help students set goals for high school and post high school education, and assist students with personal problems which interfere with their success in school.

For those students between the ages of 16 and 18 not experiencing success in the traditional school, Pegasus High School was opened, located on the IHS campus and provides an alternative education experience. The curriculum focuses on strengthening academic skills and self-esteem using a thematic approach. The six teachers, counselor, and Pegasus coordinator work as a team to develop new methods of delivering instruction and evaluating student success. The school is limited to an enrollment of 120 students. The Independent Study Program (ISP) is another alternative education program offered on the IHS campus for students ages 16 and older. The teacher from the program meets with the students to develop an individual educational program that will lead to a high school diploma. Each student meets with the teacher for one hour per week to review completed assignments, pick up new assignments, and be tested on work completed. In order for a student to be successful in this program, the student must be self-motivated and have good reading skills.