

School Accountability Report Card Reported for School Year 2002-2003

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
School Name	Independence High	District Name	East Side Union High
Principal	Cari Vaeth	Superintendent	Esperanza Zendejas, Ed.D.
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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 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	Teresa Maxie	Contact Person Phone Number	408.928.9530
Independence is committed to involving as many segments of the community as possible in planning, operating, monitoring and evaluating its educational programs. This includes: <ul style="list-style-type: none">• 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.• AD HOC COMMITTEES: Advisory and information parent and staff committees meet regularly for magnet and academy program students, ELD students, African American students and Hispanic students. Ninth and tenth grade parent nights are held to increase communication with the community.• MODERNIZATION/BAND OVERSIGHT COMMITTEE: A group of staff and parents who met with architects and project planners to oversee the renovation plans for Independence• IHS BAND BOOSTERS: 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.			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	1075
Grade 10	1024
Grade 11	1038
Grade 12	997
Ungraded Secondary	27
Total Enrollment	4161

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	163	3.9	Hispanic or Latino	1,454	34.9
American Indian or Alaska Native	20	0.5	Pacific Islander	62	1.5
Asian	1,387	33.3	White (Not Hispanic)	345	8.3
Filipino	730	17.5	Multiple or No Response	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

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 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 a parent has questions or concerns about the attendance of his/her student, he/she should immediately call the villa office for his or her attendance status. Parents can check their student's attendance on line by signing up to Parent Connect.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., 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 total enrollment as reported by CBEDS 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		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	483	402	412	2101	2109	2621
Rate of Suspensions	11%	9.9%	9.9%	9%	9.3%	11.2%
Number of Expulsions	9	2	3	31	31	47
Rate of Expulsions	.2%	.05%	.07%	.1%	.1%	.2%

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent 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. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	29	28	43	29	31	46	44	45	43
Mathematics	52	56	50	50	53	51	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	32	50	56	52	22	41	57
Mathematics	23	42	71	53	25	43	61

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	38	49	17	33	47	8	47	
Mathematics	51	49	30	46	51	9	54	

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
9		48%	41%					45%	38%
10		42%	38%					31%	33%
11		37%	40%					36%	
12		42%						67%	

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>.

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	31.2	25.6	37.2	23.5	20.9	25.9	24.8	23.3	26.2

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 percent 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 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. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). 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 eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base 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: Schools also receive a ranking that compares that school to 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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	94	94	97	Percent Tested	94	97	96
API Base Score	600	622	625	API Growth Score	621	626	625
Growth Target	10	9	9	Actual Growth	21	4	0
Statewide Rank	4	5	5				
Similar Schools Rank	3	3	3				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
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				Asian			
API Base Score	671	684	696	API Growth Score	685	701	700
Growth Target	8	7	7	Actual Growth	14	17	4
Filipino				Filipino			
API Base Score	636	660	657	API Growth Score	657	645	667
Growth Target	8	7	7	Actual Growth	21	-15	10
Hispanic or Latino				Hispanic or Latino			
API Base Score	476	508	520	API Growth Score	504	515	508
Growth Target	8	7	7	Actual Growth	28	7	-12
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	744	743	718	API Growth Score	753	743	703
Growth Target	8	7	7	Actual Growth	9	0	-15

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	530	544	607	API Growth Score	540	607	566
Growth Target	8	7	7	Actual Growth	10	63	-41

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	4	0	0
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	25.0	0.0	0.0
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	Yes	No	No				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements.

Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP).

Detailed information about AYP can be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	Yes
African American	---	---	N/A	---	---	Yes
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	Yes	---	---	Yes
Filipino	---	---	Yes	---	---	Yes
Hispanic or Latino	---	---	Yes	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	N/A	---	---	Yes
Socioeconomically Disadvantaged	---	---	Yes	---	---	Yes
English Learners	---	---	Yes	---	---	Yes
Students with Disabilities	---	---	No	---	---	No

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Enrollment (9-12)	4353	4341	4076	24577	24282	23664	1703492	1735576	1772417
Number of Dropouts	156	65	50	840	601	438	47282	47899	48454
Dropout Rate (1-year)	3.6	1.5	1.2	3.4	2.5	1.9	2.8	2.8	2.7
Graduation Rate	86.8	76.7	81.9	82.5	82.6	83.8	85.9	86.7	86.9

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

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 district participates in the federal and state class size reduction programs enabling all ninth grade English classes to be loaded at a ratio of 20 to 1 and 9th grade math and science at 20 to 1 or 25 to 1.

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

Subject	2001				2002				2003			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.09	85	90	4	24.00	82	82	3	24.51	87	92	3
Mathematics	25.87	52	61	23	26.00	40	56	12	26.07	48	66	8
Science	27.52	10	99	21	27.44	12	80	14	27.68	7	104	9
Social Science	29.95	3	71	29	28.39	8	70	4	29.75	1	71	25

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is 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.

	2001	2002	2003
Total Teachers	198	189	191
Teachers with Full Credential (full credential and teaching in subject area)	156	151	146
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	39	33	42
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	6	7	6

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications of Teachers

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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, and the associate 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. Temporary and probationary teachers are evaluated annually by site administration. Tenured teachers are evaluated at least once very two years.

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, a qualified substitute will be provided.

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 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	7
Librarian	1
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
7	582.29

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 developing 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 an 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 addition, 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 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. Staff development 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

None

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. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include 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	3	61
Computer Science	1	1	26
English			
Foreign Language	4	6	132
Mathematics	2	7	225
Science	2	2	61
Social Science	3	6	179

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
18261	12782	70.0

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

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
768	216	28.1

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. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 Enrollment	956	930	997	5693	5590	5952	357789	365907	385181
Percent of Grade 12 Enrollment Taking Test	47.70	40.00	40.00	39.91	40.21	38.17	36.66	37.26	36.63
Average Verbal Score	454	453	455	462	453	460	492	490	494
Average Math Score	495	500	493	500	494	498	516	516	518

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.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	40336	36493
Mid-Range Teacher Salary	63749	59875
Highest Teacher Salary	81733	73992
Average Principal Salary (High)	116652	88392
Superintendent Salary	216285	149543
Percent of Budget for Teacher Salaries	38.52	38.56
Percent of Budget for Administrative Salaries	5.21	5.48

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

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)
\$176840149	\$7524	\$6969	\$6719

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