

School Accountability Report Card

School Year 2000-2001

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	408.928.9115	FAX Number	408.347.5045
Web Site	http://ihnet.esuhd.org	Web Site	http://www.esuhd.org
Email Address	Vaethc@esuhd.org	Email Address	guerini@esuhd.org
Enrollment	4341	SARC Contact	Lorraine Guerin
Grades Served	9 - 12	CDS Code	43-69427-4330031

School Description, Mission Statement and Expected Schoolwide Learning Results

School Description

Independence High School is located in the East foothills of San Jose. It is the largest of ten comprehensive high schools in the East Side Union High School District. During the 2000-2001 school year, its student population reached 4,341. The teaching staff includes 198 teaching faculty and 80 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.

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
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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:** 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

The percentage of students 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	172	4.0	Hispanic or Latino	1580	36.4
American Indian or Alaska Native	11	0.3	Pacific Islander	35	0.8
Asian-American	1387	32.0	White (Not Hispanic)	413	9.5
Filipino-American	743	17.1	Other	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	February 5, 2001	Date Last Reviewed with Staff	March 14, 2001
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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.

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 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. 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		
	1999	2000	2001	1999	2000	2001
Suspensions (number)	570	637	483	2862	2549	2101
Suspensions (rate)	13%	15%	11%	11%	10%	9%
Expulsions (number)	8	20	9	22	74	31
Expulsions (rate)	0.2%	0.5%	0.2%	0.1%	0.3%	0.1%

School Facilities

The school's janitorial and gardening staff keep the 102 acre facility clean and well maintained. Measure A funds have remodeled 16 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 will continue during the 2001-02 school year.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the 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).

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.

English Language Arts (ELA) (More than 10 Students Per Grade Level with Test Results)

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

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
9	---	---	23	---	---	27	---	---	28
10	---	---	29	---	---	27	---	---	31
11	---	---	26	---	---	24	---	---	29

ELA Subgroups (More than 10 Students Per Grade Level with Test Results)

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	26	1	31	7	27	0
10	21	36	0	39	30	29	0
11	25	27	1	32	21	26	0

Stanford 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.

Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
9	29	27	27	32	30	32	34	35	35
10	30	24	28	30	26	28	33	34	34
11	31	33	31	29	29	29	35	36	37

Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
9	52	56	56	54	57	56	48	51	51
10	56	47	49	55	46	47	44	46	45
11	57	53	51	52	48	47	45	47	46

Stanford 9 Subgroups (More than 10 Students Per Grade Level with Test Results)

Stanford 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	25	30	2	36	13	30	
10	25	31	1	37	34	28	
11	29	33	1	38	25	31	

Stanford 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	55	56	28	65	52	57	
10	47	52	18	60	75	48	
11	58	45	21	59	63	51	

Stanford 9 Racial/Ethnic Groups (More than 10 Students Per Grade Level with Test Results)

Stanford 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	32		34	37	13	07	44	
10	31		34	21	16		68	
11	21		34	30	18		69	

Stanford 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	39		75	67	36	36	61	
10	48		69	45	26		70	
11	32		68	49	29		64	

Local Assessment

All incoming 9th graders are given reading and language tests in the fall and spring using the Northwest Evaluation Level Assessment. The average scores of all students for fall and spring are listed below.

Reading		
Fall	Spring	Growth
217	221	4

Language		
Fall	Spring	Growth
218	221	3

California Fitness Test

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

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	11.9	9.3	16.2	18.2	14.7	22.8	23.0	20.6	25.4

SAT I

The SAT I Reasoning Test, formerly known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. 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		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Grade 12 Enrollment	866	937	956	5,199	5,632	5,693	334,852	347,813	357,789
Percentage of Grade 12 Enrollment Taking Test	46.30	41.62	47.70	38.50	37.73	39.91	36.50	36.45	36.63
Average Verbal Score	457	458	454	459	459	462	492	492	492
Average Math Score	495	501	495	494	502	500	513	517	516

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. 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 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 website at <http://api.cde.ca.gov/> 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	---
Base API Score	622	600	622	Growth API Score	600	621	---
Growth Target	9	10	9	Actual Growth	-22	21	---
Statewide Rank	6	4	5	Eligible for Awards	No	Yes	---
Similar Schools Rank	9	3	3	Eligible for II/USP	No	No	---

API Subgroups - Racial/Ethnic Groups

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Asian-American				Asian-American			
Base API Score	695	671	684	Growth API Score	673	685	691
Growth Target	7	8	7	Actual Growth	-22	14	---
Filipino-American				Filipino-American			
Base API Score	652	636	660	Growth API Score	623	657	667
Growth Target	7	8	7	Actual Growth	-29	21	---
Hispanic or Latino				Hispanic or Latino			
Base API Score	487	476	508	Growth API Score	471	504	515
Growth Target	7	8	7	Actual Growth	-16	28	---
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	716	744	743	Growth API Score	739	753	750
Growth Target	7	8	7	Actual Growth	23	9	---

Data is not available by subgroup for the following ethnic groups because of the small number of students at this school: African-American, American Indian or Alaska Native, and Pacific Islander data is not reported.

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
Base API Score	527	530	544	Growth API Score	537	540	551
Growth Target	7	8	7	Actual Growth	10	10	---

IV. School Completion (Secondary Schools)

Dropout Rate and Graduation Rate

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: 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		
	1998	1999	2000	1998	1999	2000	1998	1999	2000
Enrollment (9-12)	4,226	4,358	4,353	23,802	24,259	24,577	1,610,501	1,659,030	1,703,492
Number of Dropouts	247	246	156	1,375	1,098	840	47,306	46,470	47,282
Dropout Rate	5.8	5.6	3.6	5.8	4.5	3.4	2.9	2.8	2.8

V. Class Size

Average Class Size and Class Size Distribution

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

Subject	1999				2000				2001			
	Avg	1-22	23-32	33+	Avg	1-22	23-32	33+	Avg	1-22	23-32	33+
English	26.5	37	135	8	25.1	87	84	13	24.1	85	90	4
Mathematics	29.5	8	85	35	27.0	51	62	28	26.2	52	65	26
Science	28.4	10	93	31	29.2	9	93	30	27.4	12	100	21
Social Science	29.5	6	82	24	32.0	3	59	44	29.9	3	74	29

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.

	1999	2000	2001
Total Number of Teachers	195	199	198
Full Credential (fully credentialed and teaching in subject area)	165	160	156
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	40	47	39
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	2	6

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

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.

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	9.94
Librarian	1.00
Psychologist	1.00
Social Worker	0.00
Nurse*	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	3.00

*Two school nurses serve the entire District.

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
9.94	436.72

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 is 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:

1. The best practices of teaching and learning
2. Small learning communities
3. Teaching to standards
4. 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 \$45.00 and \$60.00. Students who take five required courses may have as many as 5 texts with a total value of \$200.00 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 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.

Instructional Minutes (School Year 2000-2001)

The California Education Code establishes a required number of minutes per year for each grade. The table below 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 - 12	65,182	64,800

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 includes IB Humanities.

Subject	Number of Classes	Enrollment
Fine and Performing Arts	0	0
Computer Science	3	107
English	0	0
Foreign Language	4	96
Mathematics	7	227
Science	3	71
Social Science	3	86

Percentage of 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
24439	15401	63.02

Percentage of 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
698	268	38.4

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 1999-2000)

Average Salary uses the statewide data category used for comparison by type and size of district (only data available from the State at this time is 1999-2000 Salary data).

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,000	\$32,642
Mid-Range Teacher Salary	\$55,387	\$52,535
Highest Teacher Salary	\$68,349	\$63,470
Average Principal Salary	\$86,580	\$91,297
Superintendent Salary	\$140,019	\$125,774
Percentage of Budget for Teacher Salaries	41.5	39.1
Percentage of Budget for Administrative Salaries	4.5	5.0

Expenditures (Fiscal Year 1999-2000)

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)
\$150,357,626	\$6,204	\$5,843	\$5,705

Types of Services Funded

In 2000-2001, the East Side Union High School District received \$189 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$8,069 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