

Independence Continuation
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	385 Pleasant Valley Rd. Diamond Springs, CA , 95619-1450	Principal:	Jennifer Myers, Alternative Education Site Administrator
Phone:	(530) 622-7090	Grade Span:	9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Jennifer Myers, Alternative Education Site Administrator

📍 Principal, Independence Continuation

About Our School

Contact

Independence Continuation
385 Pleasant Valley Rd.
Diamond Springs, CA 95619-1450

Phone: [\(530\) 622-7090](tel:(530)622-7090)

Email: jmyers@eduhd.k12.ca.us

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	El Dorado Union High
Phone Number	(530) 622-5081
Superintendent	Carruth, Ron
Email Address	rcarruth@eduhd.k12.ca.us
Website	www.eduhd.k12.ca.us

School Contact Information (School Year 2023–24)

School Name	Independence Continuation
Street	385 Pleasant Valley Rd.
City, State, Zip	Diamond Springs, CA , 95619-1450
Phone Number	(530) 622-7090
Principal	Jennifer Myers, Alternative Education Site Administrator
Email Address	jmyers@eduhd.k12.ca.us
Website	http://ihs.eduhd.k12.ca.us/
County-District-School (CDS) Code	09618530934554

Last updated: 2/7/24

School Description and Mission Statement (School Year 2023–24)

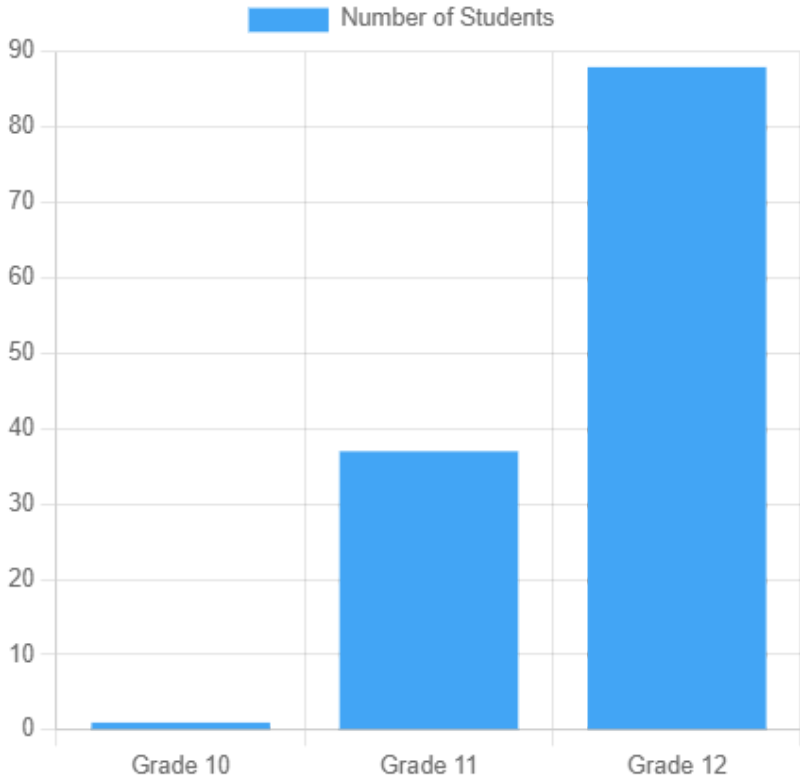
Independence High School, est. 1970, provides an alternative education for students from the district's comprehensive high schools and the surrounding community. Independence High School traditionally has an enrollment (for grades 11-12) of 80- 130 students, fluctuating throughout the year depending on student need. Independence High School is committed to providing outstanding preparation for students to meet graduation requirements and experience success in the world of work or higher education. Respect and tolerance are guiding principles that create a culture of inclusion built on the belief that all students are valuable learners who can experience success as they become college and/or career ready. The staff of Independence High School believes that a viable, vital and distinctly different standards-based alternative education should be provided to students who have experienced limited success or satisfaction at other educational venues. Exploration, creativity, and real-

world application guides the learning process as students become thoughtful members of society that value life, learning and ultimately their own independence. Independence High School received a maximum six-year WASC accreditation in the spring of 2022, after having completed a fully comprehensive self-study. Independence High School's geographic location provides the opportunity to serve a wide range of student populations. At the western end of the county, Independence High School serves the suburban areas, El Dorado Hills and Cameron Park, and at the other end, rural communities such as Pollock Pines and Grizzly Flats. Students have access to the District's Alternative Education transportation bus routes that cover the greater part of the El Dorado Union High School District boundaries. This district transportation service ensures that all students can benefit from the entire school day and its enriched program, which supports students in the quality of their learning, credit recovery efforts, and ultimately their graduation goals. The diversity of the school community further enhances the learning experience for students.

Last updated: 2/7/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 10	1
Grade 11	37
Grade 12	88
Total Enrollment	126



Last updated: 2/7/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	43.70%
Male	54.00%
Non-Binary	2.40%
American Indian or Alaska Native	3.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	4.80%
Foster Youth	3.20%
Homeless	19.80%
Migrant	0.00%

Student Group	Percent of Total Enrollment
Asian	0.00%
Black or African American	4.00%
Filipino	0.80%
Hispanic or Latino	28.60%
Native Hawaiian or Pacific Islander	0.80%
Two or More Races	5.60%
White	55.60%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	61.10%
Students with Disabilities	20.60%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.30	65.85%	251.10	87.95%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.50	7.96%	1.50	0.53%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	7.20%	3.00	1.05%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	18.84%	12.40	4.36%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	17.40	6.10%	18854.30	6.86%
Total Teaching Positions	6.50	100.00%	285.50	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/7/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.80	62.05%	255.50	88.63%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.35%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	5.40	1.90%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.90	37.56%	15.00	5.22%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.13%	11.20	3.90%	15831.90	5.67%
Total Teaching Positions	7.80	100.00%	288.30	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/7/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.40	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	0.00

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.20	2.90
Total Out-of-Field Teachers	1.20	2.90

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	28.50%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	21.60%	3.2%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 1: Collections-Grade 9, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>English 2: Holt McDougal Literature-10th Grade, Holt McDougal, 2012, CC, 10th Edition - (5/8/2012 Board Adopted)</p> <p>English 3: Collections-Grade 11, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>English 4: Elements of Literature, British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (5/20/2003 Board Adopted); Literature and Language Arts – UMHS, Holt Rinehart Winston, 2003 (5/20/2003 Board Adopted)</p>	Yes	0
Mathematics	<p>Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning/ Holt-McDougal, 2015 (6/28/2016 Board Adopted)</p> <p>Algebra 1: Reveal Algebra 1, McGraw Hill, 2020</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>(4/11/2023 Board Adopted)</p> <p>Geometry: Geometry, McGraw Hill, 2022, (5/17/2022 Board Adopted)</p> <p>Algebra 2: Algebra 2, Pearson, 2015, CC, CA Edition (5/13/2014 Board Adopted)</p> <p>Advanced Algebra 2: Algebra 2, Pearson, 2012, CC (5/8/2012 Board Adopted)</p> <p>Pre-Calculus: Pre-Calculus, Pearson, 2013, 6th Edition (5/14/2013 Board Adopted)</p> <p>Differential Calculus: Calculus I with Precalculus, 2012, 3rd Edition (5/8/2012 Board Adopted)</p> <p>Probability and Statistics: Elementary Statistics- Picturing the World, 2017, 7th Edition (5/8/2018 Board Adopted)</p>		
Science	<p>Earth and Space Science: Earth and Space Science, Houghton Mifflin Harcourt, 2018 (5/8/2018 Board Adopted)</p> <p>Biology: Inspire Biology, McGraw Hill, 2020 (6/13/2023 Board Adopted)</p> <p>AP Biology: Biology In Focus, SAVVAS, 2020, 3rd Edition (05/17/2022 Board Adopted)</p> <p>Environmental Science: Environmental Science: Sustaining Your World,</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Cengage, 2017 (05/12/2020 Board Adopted)</p> <p>AP Environmental Science: Exploring Environmental Science AP, Cengage, 2019 (05/07/2019 Board Adopted)</p> <p>Chemistry: Inspire Chemistry, McGraw Hill, 2020 (5/17/2022 Board Adopted)</p> <p>Advanced Chemistry: Chemistry: Matter and Change, Glencoe/McGraw Hill, 2017, (05/09/2017 Board Adopted)</p> <p>AP Chemistry: Chemistry: A Molecular Approach, AP Edition, Pearson, 2017, (05/09/2017 Board Adopted)</p> <p>Physics: Pearson Physics, Pearson, 2014, (05/09/2017 Board Adopted)</p> <p>AP Physics 1 and 2: College Physics, Cengage, 2018, (06/13/2023 Board Adopted)</p>		
History-Social Science	<p>World History: The Modern Era, Pearson, 2016, (6/28/2016 Board Adopted)</p> <p>U.S. History/Geography: United States History, Pearson, 2016, (5/09/2017 Board Adopted)</p> <p>AP World History: Ways of the World, Bedford, Freeman and Worth, 2020, (05/12/2020 Board Adopted)</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>AP US History: AMSCO AP United States History, Perfection Learning, 2022, (05/09/2023)</p> <p>American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/2015 Board Adopted)</p> <p>AP American Government: American Government: Stories of a Nation, Bedford, Freeman and Worth, 2021, (06/07/2022 Board Adopted)</p> <p>Economics: Economics, Pearson, 2016, (12/08/2015 Board Adopted)</p> <p>Sociology: Sociology: A Down to Earth Approach, Pearson, 2020 (6/08/2021 Board Adopted)</p> <p>Psychology: Thinking About Psychology, Bedford, Freeman and Worth, 2019 (6/08/2021 Board Adopted)</p>		
Foreign Language	<p>Spanish 1-4: EntreCulturas – Levels 1-4, Wayside Publishing, 2017, (6/08/2021 Board Adopted)</p> <p>AP Spanish: TEMAS AP Spanish Language and Culture, Vista Higher Learning, 2020 (6/08/2021 Board Adopted)</p> <p>German 1-3: Mosaik – Levels 1-3, Vista Higher Learning,</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	2018 (4/09/2019 Board Adopted) German 4: Denk Mal! – Vista Higher Learning, 2020 – 3rd Edition (4/09/2019 Board Adopted) French 1-4: T'es branché – Levels 1-3, EMC Publishing, 2014 (5/13/2014 Board Adopted) Italian 1-4: Sentieri 3e, Vista Higher Learning, 2019 (10/27/2020 Board Adopted) Japanese 1-4: Genki I and II, Japan Times, 2011 (5/09/2023 Board Adopted)		
Health	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)	Yes	0
Visual and Performing Arts	VAPA: Miscellaneous Supplemental Instructional Materials	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

Last updated: 2/7/24

School Facility Conditions and Planned Improvements

Independence High School makes great efforts to ensure a clean, safe and fully functional campus that supports the educational process for every student, every day. IHS takes pride in maintaining a safe and clean campus fit for high quality learning. The district Maintenance and Operations team provided outstanding service in response to site safety and cleanliness needs. Routine checks of the campus take place by a Monthly Property Checklist, School Insurance Authority Team and the local Fire Department. The Sherpa Desk (web-based work order system) is used by all staff to ensure that all facility concerns and need repairs are addressed in an efficient, timely manner. The campus is supervised by one administrator, one counselor, one campus monitor, one part time School Resource Officer, and probation as needed, a 24 hour on-campus security watchman and all outside areas are fully monitored by a state-of-the-art full color video surveillance system. Independence High School is protected by the installation of high quality perimeter wrought-iron fencing that thwarts visitors from disrupting instruction and promotes the school's visitor check-in policy by guiding all visitors through the administration building, where notices are posted and school staff is present, reminding visitors of their obligation to check in before proceeding onto campus. In the spring of 2019, a new irrigation system was added to the athletic field and a new cement pad was poured to provide an outdoor area for ceremonies such as graduation. Further, this locked fencing discourages facility vandalism and property theft outside of school hours by consistently preventing the public from accessing the interior of the campus. In 2022, Independence parking lots and basketball courts were resurfaced. New baskets and backboards were replaced including new netting. With the help of some community donations, Independence also upgraded PE opportunities with the addition of a pickleball court setup, new gym weights, new yoga mats and blocks and two soccer goals.

Last updated: 2/7/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2023

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2023

Overall Rating	Exemplary
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Last updated: 2/7/24

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	43%	30%	60%	67%	47%	46%
Mathematics (grades 3-8 and 11)	0%	4%	41%	42%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 2/7/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	53	88.33%	11.67%	30.19%
Female	23	18	78.26%	21.74%	38.89%
Male	35	33	94.29%	5.71%	24.24%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	17	16	94.12%	5.88%	43.75%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	31	27	87.10%	12.90%	29.63%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	12	9	75.00%	25.00%	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	39	34	87.18%	12.82%	38.24%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	10	90.91%	9.09%	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/7/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	46	76.67%	23.33%	4.35%
Female	23	17	73.91%	26.09%	5.88%
Male	35	29	82.86%	17.14%	3.45%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	17	15	88.24%	11.76%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	31	22	70.97%	29.03%	9.09%
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	12	7	58.33%	41.67%	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	39	29	74.36%	25.64%	3.45%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	8	72.73%	27.27%	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/7/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	6.67%	20.00%	39.55%	39.46%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/7/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	20	57.14%	42.86%	20.00%
Female	12	6	50.00%	50.00%	--
Male	21	13	61.90%	38.10%	15.38%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	11	61.11%	38.89%	27.27%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	21	13	61.90%	38.10%	15.38%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/7/24

Career Technical Education (CTE) Programs (School Year 2022–23)

Independence High School does not have any on-site CTE or ROP (Regional Occupation Program) courses, but students have the ability to participate in ROP courses offered at the district's comprehensive school off-site. The district offers the following ROP programs in which Independence students can participate: Animal Health, Health Careers, Culinary Arts, Law Enforcement, Fire Control Technician, Metal Fabrication, Dental, Diesel Engine, Cosmetology and Auto Engine. 2022-2023 we had 8 students participating in the the ROP programs across the district. The district provides transportation to IHS students who are unable to transport themselves to further support students who need access to help more IHS students succeed.

Last updated: 2/7/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	4
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/7/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.21%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

Last updated: 2/7/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Students are more successful in school when parents are involved in their child's education. Independence is continually seeking ways to involve parents in the support of their child's education. Increasing the school's capacity for strong parent involvement and connecting parents to pathways of involvement in their children's education are goals of Independence and include: Independence High School hosts a twice yearly Parents on Campus Day, where families will meet with Administration, Superintendent and will then follow their student's class schedule to see a day in the life of their student at Independence High School School Site Council - School Site Council meets quarterly to review the schools' programs and to evaluate the effectiveness of the School Plan for Student Achievement. School Site Council members are elected from interested parents and staff. The Independence High School Site Council is an active group of parents who meet on a regular basis to oversee the School Plan for Student Achievement. Their activities include the following: Designing and implementation of the plan reviewing and analyzing multiple data points. Reviewing achievement of school goals Making recommendations for improving student achievement Determining if the dollars spent impact student achievement. Reviewing categorical budgets and appropriation approving the School Plan for Student Achievement. Discussing relevant issues and needs impacting the school community. Student Enrollment Meetings - Targeted outcomes of these meetings include: Helping parents understand the state academic content standards state assessments, and graduation requirements. Providing materials and to help parents work together with their child to improve overall academic achievement. Planning for the future: Post-secondary options and financial aid. Providing Resources and information

available through County Mental Health and the Health Department, as well as other local agencies. Involving and informing parents of our school's participation in Title I programs and their options for targeted student support and achievement and extracurricular engagement. Information is sent home each year in the "Annual Notification and Student Handbook" to all families regarding important notifications, access to food services and transportation, and other available services. In addition to the above, Independence High School faculty and staff have frequent contact with parents and guardians regarding the academic progress and overall well-being of students. The school has a user-friendly website that provides students, parents, and community with up-to-date school information at their fingertips. Teachers and staff use Aeries gradebook functions to email parents relevant grades updates on students, and also use the USPS to mail students feedback postcards and other mailers out to families. These are either important updates in which student progress concerns are communicated, or student praises that simply recognize the impact positive feedback can have on a student in building encouragement and learning momentum while strengthening family bonds. Parent Square, is the school's automated calling and emailing system, is also utilized to make important announcements and share relevant information, including notifying parents of special events and involvement opportunities, attendance issues and school emergencies. Independence High School and the local community work well together. The school hosts family-oriented events to celebrate student success throughout the year, including award assemblies, BBQs and breakfasts and special holiday events and back to school nights. Because the parents and families of IHS students are dispersed over a large geographical area, the school has become the common thread that brings the community together.

State Priority: Pupil Engagement

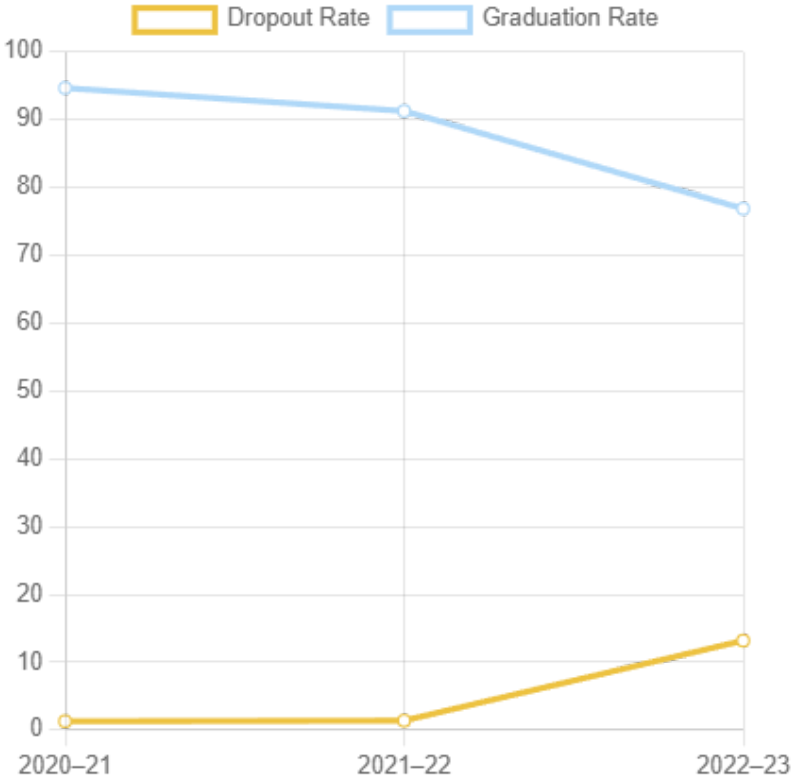
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	1.3%	1.4%	13.2%	1.2%	1.3%	1.8%	9.4%	7.8%	8.2%
Graduation Rate	94.7%	91.3%	76.9%	95.0%	96.1%	95.1%	83.6%	87.0%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 2/7/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	91	70	76.9%
Female	41	38	92.7%
Male	48	30	62.5%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	25	22	88.0%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	54	39	72.2%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	34	28	82.4%
Socioeconomically Disadvantaged	75	58	77.3%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	17	13	76.5%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 2/7/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	171	160	136	85.0%
Female	67	62	53	85.5%
Male	100	94	79	84.0%
Non-Binary	4	4	4	100.0%
American Indian or Alaska Native	7	5	4	80.0%
Asian	2	1	1	100.0%
Black or African American	6	6	3	50.0%
Filipino	2	2	2	100.0%
Hispanic or Latino	48	47	40	85.1%
Native Hawaiian or Pacific Islander	1	1	1	100.0%
Two or More Races	9	9	8	88.9%
White	93	86	74	86.0%
English Learners	9	9	8	88.9%
Foster Youth	6	5	5	100.0%
Homeless	44	42	34	81.0%
Socioeconomically Disadvantaged	108	101	84	83.2%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	39	37	32	86.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/7/24

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	2.11%	10.49%	20.47%	1.91%	5.39%	5.56%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.04%	0.14%	0.19%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/7/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	20.47%	0.00%
Female	13.43%	0.00%
Male	26.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	20.83%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	17.20%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	13.64%	0.00%
Socioeconomically Disadvantaged	17.59%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	23.08%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 2/7/24

School Safety Plan (School Year 2023–24)

The Independence High School campus has one District Director, one full time Site Administrator, one full time counselor, one campus monitor, a part time School Resource Officer from the El Dorado County Sheriff's department and support from probation as needed. The campus is located on the same property as the district office and is less than one mile from the local fire station. All staff have been trained in school safety issues including Crisis Prevention and Intervention, NonViolent Communication, and First Aid and CPR and Stop the Bleed training. Multiple staff have been trained in AED and Narcan medication administration. Crisis counseling is available on a daily basis, as well as New Morning Drug and Alcohol counseling offered all day on Tuesdays as well as weekly group counseling with Sierra Family and Child Services. We also have a therapist or counselor from Sierra Family and Child Services all 5 days of the week. Students with IEPs also receive weekly therapy through ERMS. The Independence High School Safety Action Plan and Emergency Operations Plan is reviewed in detail annually as a staff. Staff, students, stakeholders, and the general public can review the plan by contacting the school office. Probation and Sheriff agencies join county school administrators, including the site administrator of Independence High School, in bi-monthly community meetings that allow all stakeholders to stay briefed on School Emergency Response best practices and other school-safety related information. The site administrator reports back and shares relevant information with all staff throughout the year at staff meetings and through email communications. The school participates in annual fire and lock-down drills to stay familiar with response situations and expectations and develop ways to further improve. All efforts to ensure building safety, cleanliness, and adequacy have been successful. The school is monitored by a state-of-the-art 24-hour video surveillance system. The site administrator, counselor, and director have access to this campus surveillance system to support the diminishment of obstacles and interruptions in the educational process, as well as address safety concerns as they arise. The school is enclosed in high-quality wrought iron security fencing, ensuring that outside intruders cannot gain easy access to the interior of the campus, while also enforcing the school's policy that all visitors must check in through the office.

Last updated: 2/7/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	23		
Mathematics	3.00	12		
Science	6.00	9		
Social Science	3.00	31		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	10.00	8	2	
Mathematics	5.00	8		
Science	7.00	10		
Social Science	7.00	23		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12.00	8	3	0
Mathematics	6.00	11	0	0
Science	7.00	11	0	0
Social Science	9.00	23	2	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/7/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	97

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

Last updated: 2/7/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.30
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.00

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

Last updated: 2/7/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$25767.00	\$8240.00	\$17527.00	\$85572.00
District	N/A	N/A	\$9735.00	\$87474.00
Percent Difference – School Site and District	N/A	N/A	82.00%	13.00%
State	N/A	N/A	\$7606.62	\$97850.00
Percent Difference – School Site and State	N/A	N/A	57.00%	21.00%

Note: Cells with N/A values do not require data.

Last updated: 2/7/24

Types of Services Funded (Fiscal Year 2022–23)

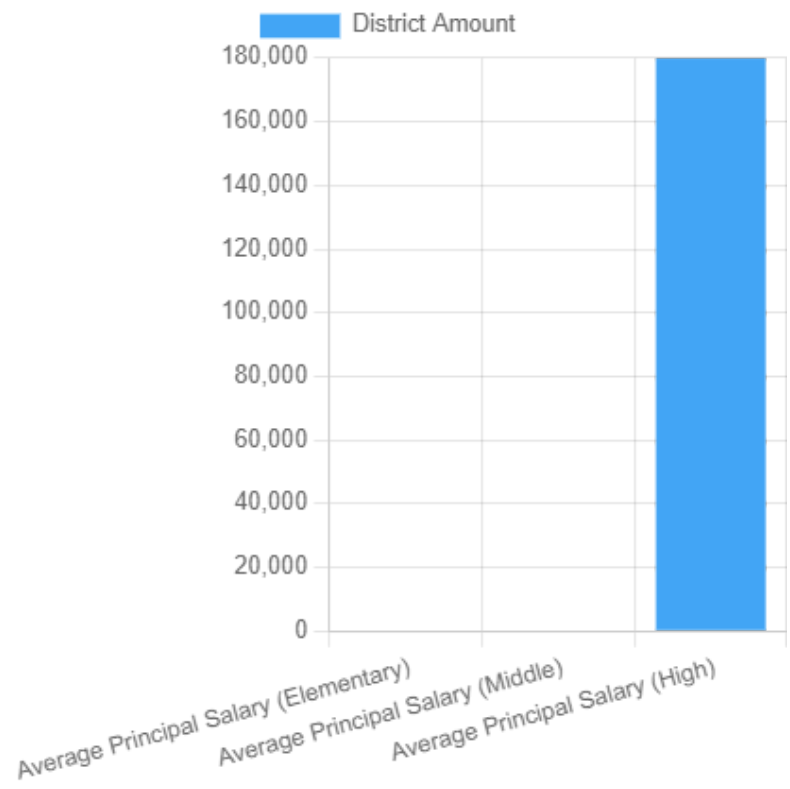
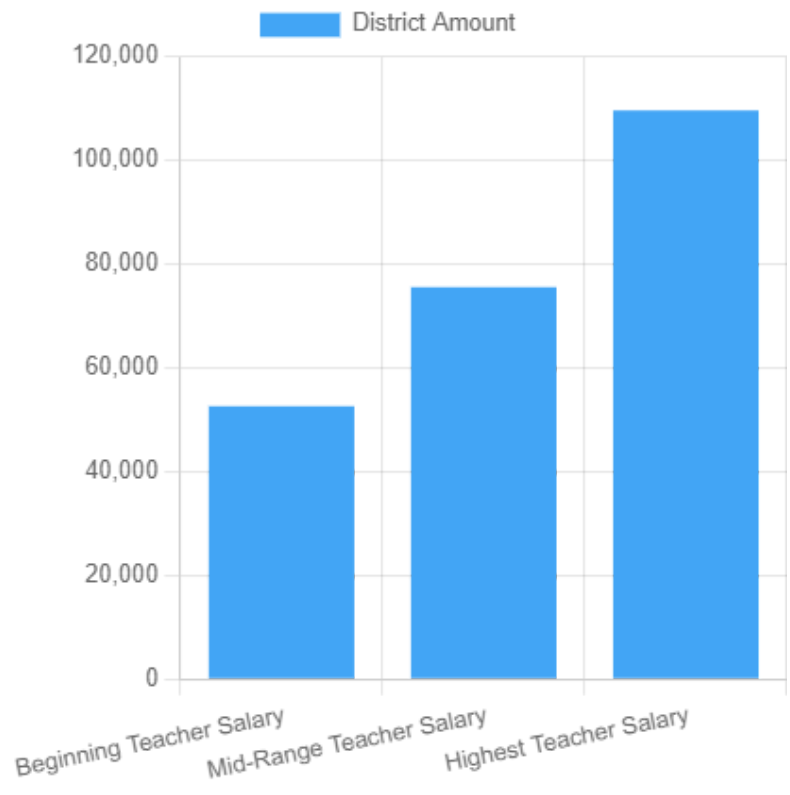
El Dorado High School District provides ample opportunities and support to ensure student success. During the scope of the school year, Independence has several specifically designed support classes provided to students to address challenges in learning and helping students succeed including two Connection Classes (a study hall type course to help non-IEP students learn the curriculum and be successful). We also have 3 embedded learning center classes for students with IEPs. This year, we implemented a reading strategies course to help our lower english readers. We also have one paraprofessional paid out of Title 1 funds to support our students in these courses. We also invest in a living on your own class which assists students with needed post secondary high school skills in the areas of financial monitoring, food preparation and planning and budgeting.

Last updated: 2/7/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52659.00	\$57234.44
Mid-Range Teacher Salary	\$75617.00	\$95466.60
Highest Teacher Salary	\$109706.00	\$122669.10
Average Principal Salary (Elementary)	\$0.00	\$0.00
Average Principal Salary (Middle)	\$0.00	\$153476.29
Average Principal Salary (High)	\$179914.00	\$173197.59
Superintendent Salary	\$273099.00	\$277571.94
Percent of Budget for Teacher Salaries	28.04%	31.17%
Percent of Budget for Administrative Salaries	4.73%	4.46%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/7/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	10	7	9

