Independence Continuation

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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, 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).

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.

Alison Gennai

📍 Principal, Independence Continuation

About Our School

Independence High School embodies an innovative learning approach where students receive strong support and personalized guidance that builds confidence and determination as students connect to their education and learn in more meaningful ways. Respect and tolerance and 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 career ready. 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, 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 10-12) of 100 to 130 students, fluctuating throughout the year depending o 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. 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.

The school believes that learning is a lifelong process and can be inherently satisfying. Further, students learn in a variety of ways, at different paces and need flexibility to be successful. The desired outcome is that students develop positive skills and habits that will enhance their ability to be successful after high school. By design, Independence High School is a place of warmth, acceptance, authenticity, and healing. Student/staff relationships are of paramount importance. Diversity is honored. Honesty, trust and personal value are promoted. True growth occurs only when individuals feel safe enough and appreciated enough to settle into their own beings and identities. The staff maintains a firm commitment to recognizing and appreciating the inherent value and worth of each individual student. Humor, irony, eccentricity, dedication to change and growth, and pursuit of challenge - all are factors that make Independence High School the very special setting it is.

Classes at Independence are aligned with Common Core Standards and staff at Independence participate in Common Core implementation professional development. The Common Core marks the ability for students to memorize less, learn more. It ushers in a student's own critical and creative thinking skills and gives them a strong skill-set foundation of synthesis, analysis, and application that will stay with them as they leave high school and become highly functioning adults, capable of taking facts and data and shaping them to meet the needs and demands of the jobs they will encounter in the 21st century.

Independence received a maximum six-year WASC accreditation in the spring of 2018, after having completed a fully comprehensive Self-Study. In 2008 Independence was recognized as a California Distinguished Continuation High School Program, and received the honorable distinction again in 2014.

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 direct transportation serve 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.

Contact

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

Phone: 530-622-7090
E-mail: agennai@eduhsd.k12.ca.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	El Dorado Union High
Phone Number	(530) 622-5081
Superintendent	Ron Carruth
E-mail Address	rcarruth@eduhsd.k12.ca.us
Web Site	www.eduhsd.k12.ca.us

| School Contact Information (School Year 2018—19)	
School Name	Independence Continuation
Street	385 Pleasant Valley Rd.
City, State, Zip	Diamond Springs, Ca, 95619-1450
Phone Number	530-622-7090
Principal	Alison Gennai
E-mail Address	agennai@eduhsd.k12.ca.us
Web Site	http://ihs.eduhsd.k12.ca.us/
County-District-School (CDS) Code	09618530934554

Last updated: 1/15/2019

School Description and Mission Statement (School Year 2018—19)

The school code of conduct is centered on the student-oriented mission statement: Show up, Be Cool, Take Care of Business! (attendance), (behavior), (academic progression).

Last updated: 1/15/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 10	4
Grade 11	46
Grade 12	59
Total Enrollment	109
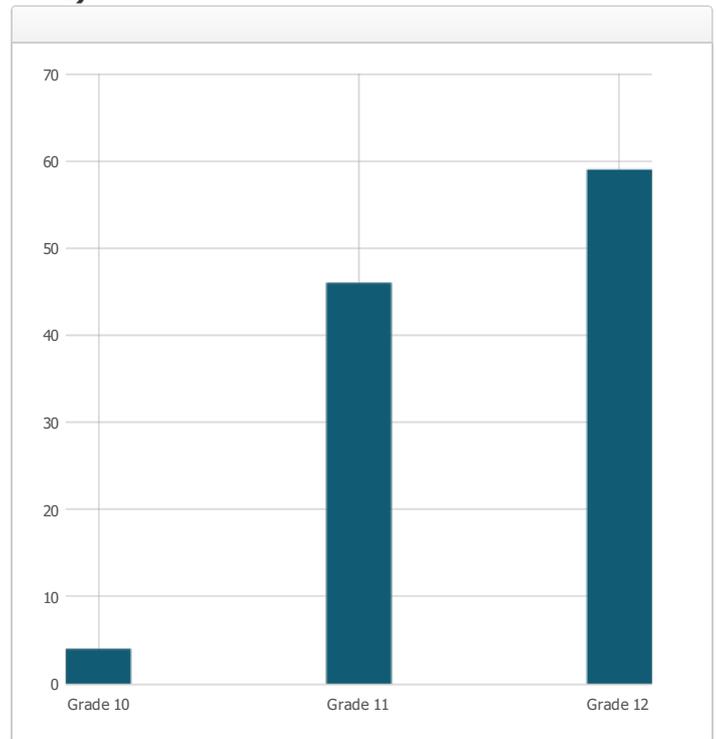
Last updated: 1/15/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	1.8 %
American Indian or Alaska Native	5.5 %
Asian	0.9 %
Filipino	%
Hispanic or Latino	16.5 %
Native Hawaiian or Pacific Islander	1.8 %
White	68.8 %
Two or More Races	4.6 %
Other	0.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.5 %
English Learners	%
Students with Disabilities	16.5 %
Foster Youth	3.7 %

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 Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	7	7	6	298
Without Full Credential	0	0	1	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2
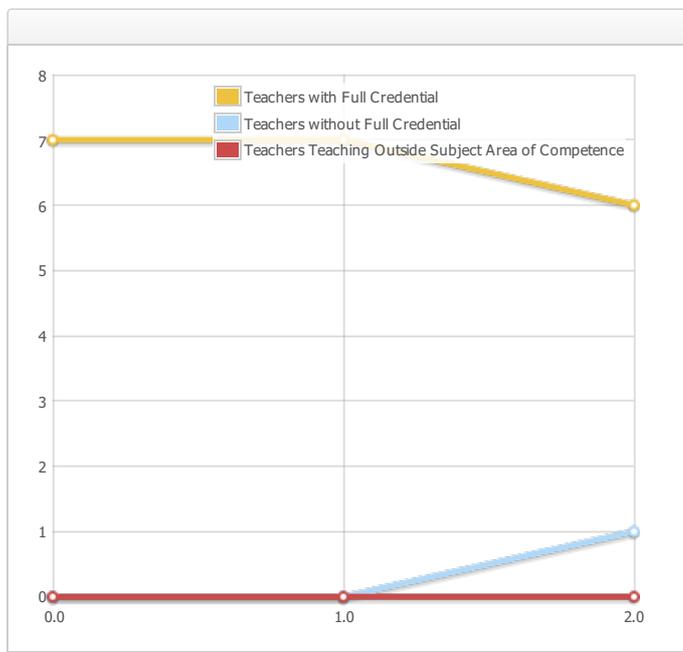
Last updated: 1/15/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
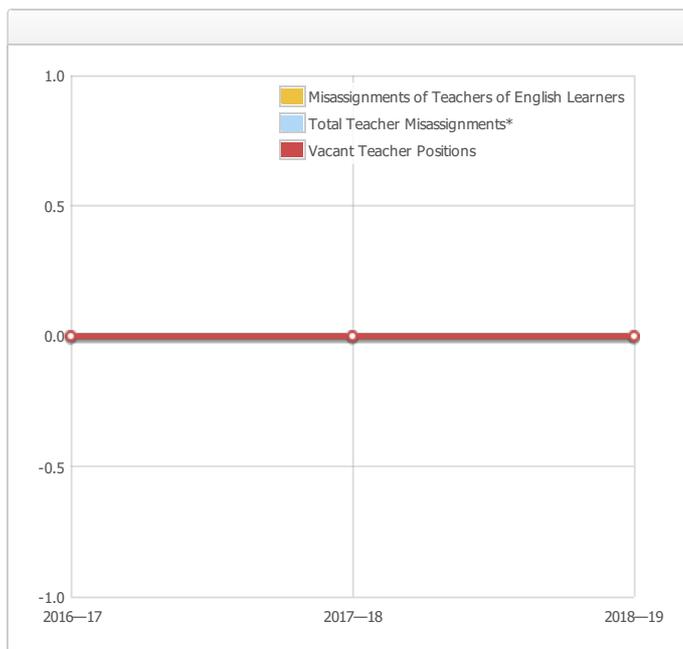
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/15/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1: Collections-Grade 9, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted) English 2: Holt McDougal Literature-10th Grade, Holt McDougal, 2012, CC, 10th Edition - (5/8/2012 Board Adopted) English 3: Collections-Grade 11, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted) 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)	Yes	0.0 %
Mathematics	Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning/ Holt-McDougal, 2015 (6/28/2016 Board Adopted) Algebra 1: Algebra 1, Pearson, 2015, CC, CA Edition (6/10/2014 Board Adopted) Geometry: Geometry, Pearson, 2012, CC (5/14/2013 Board Adopted) Algebra 2: Algebra 2, Pearson, 2015, CC, CA Edition (5/13/2014 Board Adopted) Advanced Algebra 2: Algebra 2, Pearson, 2012, CC (5/8/2012 Board Adopted) Pre-Calculus: Pre-Calculus, Pearson, 2013, 6th Edition (5/14/2013 Board Adopted) Differential Calculus: Calculus I with Precalculus, 2012, 3rd Edition (5/8/2012 Board Adopted) Probability and Statistics: Elementary Statistics-Picturing the World, 2017, 7th Edition (5/8/2018 Board Adopted)	Yes	0.0 %
Science	Earth and Space Science: Earth and Space Science, Houghton Mifflin Harcourt, 2018 (5/8/2018 Board Adopted) Biology: Biology, Holt McDougal, 2012 (6/9/2015 Board Adopted) Chemistry: Chemistry in the Community, Bedford St. Martins, 2012 (6/10/2014 Board Adopted) Advanced Chemistry: Chemistry: Matter and Change, Glencoe/McGraw Hill, 2017, (05/09/2017 Board Adopted) AP Chemistry: Chemistry: A Molecular Approach, AP Edition, Pearson, 2017, (05/09/2017 Board Adopted) Physics: Pearson Physics, Pearson, 2014, (05/09/2017 Board Adopted)	Yes	0.0 %
History-Social Science	World History: The Modern Era, Pearson, 2016, (6/28/2016 Board Adopted) U.S. History/Geography: United States History, Pearson, 2016, (5/09/2017 Board Adopted) AP World History: Ways of the World: A Global History, Bedford/St. Martins, 2016, (05/09/2017 Board Adopted) American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/2015 Board Adopted) Economics: Economics, Pearson, 2016, (12/08/2015 Board Adopted) Sociology: Sociology and You, McGraw -Hill, 2014 (6/11/2013 Board Adopted) Psychology: Understanding Psychology, McGraw -Hill, 2014 (6/11/2013 Board Adopted)	Yes	0.0 %
Foreign Language	Spanish 1-4: i Avancemos! – Levels 1-4, Holt McDougal, 2013, (6/11/2013 Board Adopted) AP Spanish: TEMAS, Vista Higher Learning, 2014 (6/11/2013 Board Adopted) German 1-2: Deutsch Aktuell – Levels 1-2, EMC/Paradigm, 2004 – 5th Edition (5/12/2009 Board Adopted) German 3-4: Deutsch Aktuell – Level 3, EMC/Paradigm, 2005 – 5th Edition (5/12/2009 Board Adopted) French 1-4: T'es branché – Levels 1-3, EMC Publishing, 2014 (5/13/2014 Board Adopted) Italian 1-4: Oggi in Italia, Houghton Mifflin, 1998 (5/8/2001 Board Adopted)	Yes	0.0 %

	Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)		
Health	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)	Yes	0.0 %
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/15/2019

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. 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 two Administrators, Two Campus Monitors, one School Resource Officer, a part time probation officer, 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.

Recent updates to the campus include residing of Room 1. Room 9 (computer lab) and adjacent Room 10 (Art Studio) being outfitted with durable, roll down window shades. These comprehensive window coverings block out damaging UV rays from the sun that accelerate the fading and weathering of the classroom contents, but also allow for better visual clarity and student accessibility when digital projections are being used in these two classrooms.

Independence High School was recently better 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 flushing all visitors through the administration building, where notices are posted and schools staff is present, reminding visitors of their obligation to check in before proceeding onto campus. This decorative fence is painted to match the school's exterior color scheme, and gives the campus a smart, secure characteristic. Students and staff are kept safer due to the fully-gated campus, as it prevents unwanted or potentially dangerous intruders from having easy access onto campus. 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.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

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 2018

Overall Rating	Exemplary

Last updated: 1/15/2019

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] 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. CAAs 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); and

- 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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	24.0%	18.0%	76.0%	68.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	3.0%	2.0%	55.0%	53.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/15/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	50	90.91%	18.00%
Male	28	27	96.43%	25.93%
Female	27	23	85.19%	8.70%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander	--	--	--	
White	42	37	88.10%	24.32%
Two or More Races				
Socioeconomically Disadvantaged	38	35	92.11%	11.43%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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: 1/15/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	50	90.91%	2.00%
Male	28	27	96.43%	3.70%
Female	27	23	85.19%	
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander	--	--	--	
White	42	37	88.10%	2.70%
Two or More Races				
Socioeconomically Disadvantaged	38	35	92.11%	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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: 1/15/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated on both assessments.

Last updated: 1/15/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

Independence High School does not have any on-site CTE or ROP courses, but students have the ability to participate in ROP (Regional Occupation Program) courses offered at the district's comprehensive school off-site.

Last updated: 1/15/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	33
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/15/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

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:

School Site Council - School Site COuncil meets quarterly to review the schools' programs and to evaluate the effectiveness of the Single Plan for Student Achievement. School Site Council members are elected from interested parents and staff. Voting takes place early in the year at "Parents on Campus Day". The Independence High School Site Council is an active group of parents who meet on a regular basis to oversee the Single 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 Single Plan for Student Achievement

-Discussing relevant issues and needs impacting the school community

-Parent Education Meeting - These are conducted at enrollment and as needed.

Target outcomes of these meetings include:

-Helping parents understand the state academic content standards state assessments, and graduation requirements.

-Provide materials and training to help parents work together with their child to improve overall academic achievement.

-Planning for the future: Post-secondary options and financial aid.

-Resources and information available through County Mental Health and the Health Department, as well as other local agencies. New Morning hosts a series of parental support meetings on campus, including Parent Project and Foster Youth Launch.

-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.

-Ongoing Parental Outreach and communication - 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 http://ihs.eduhsd.k12.ca.us/ that provides students, parents, and community 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. A monthly newsletter from the parent, High School Years, is sent out to parents and posted on the school's website. The newsletter features helpful information on how to best support teens in their high school education, while also providing encouragement and trips on how to successfully navigate the challenges that arise when raising teenagers. 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. Because the parents and families of IHS students are dispersed over a large rural 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; and
- High school graduation rates

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	7.4%	15.1%	2.6%	2.2%	10.7%	9.7%
Graduation Rate	91.5%	81.4%	95.3%	94.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	16.4%	2.3%	9.1%
Graduation Rate	71.6%	94.7%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
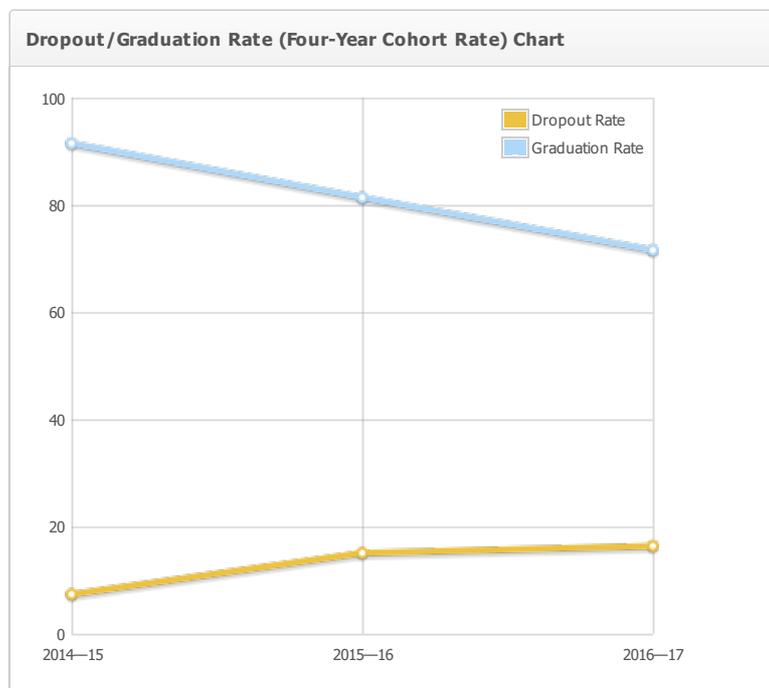
For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/15/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	85.7%	94.3%	88.7%
Black or African American	66.7%	81.8%	82.2%
American Indian or Alaska Native	0.0%	85.7%	82.8%
Asian	0.0%	95.1%	94.9%
Filipino	0.0%	94.1%	93.5%
Hispanic or Latino	100.0%	92.1%	86.5%
Native Hawaiian or Pacific Islander	0.0%	85.7%	88.6%
White	85.3%	94.8%	92.1%
Two or More Races	100.0%	96.5%	91.2%
Socioeconomically Disadvantaged	85.3%	95.3%	88.6%
English Learners	0.0%	42.9%	56.7%
Students with Disabilities	75.0%	71.0%	67.1%
Foster Youth	100.0%	60.0%	74.1%

| Student Group	School	District	State

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 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	29.5%	35.5%	33.1%	6.9%	7.1%	6.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	1.3%	1.1%	0.2%	0.3%	0.5%	0.1%	0.1%	0.1%
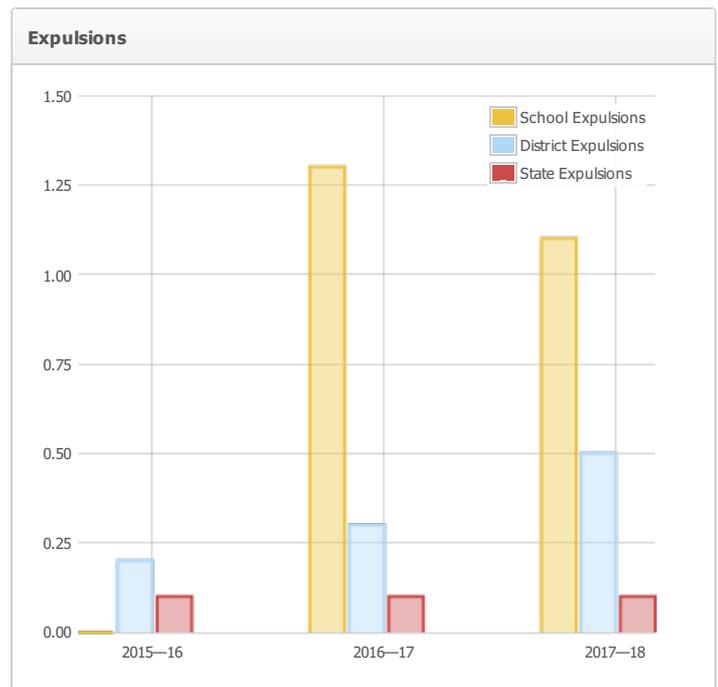
School Safety Plan (School Year 2018—19)

The Independence High School campus has two full-time administrators, two campus monitors, a full time School Resource Officer from the El Dorado County Sheriff's department and a part-time on-site probation officer. 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, Non-Violent Communication, and First Aid and CPR. Crisis counseling is available on a daily basis, as well as New Morning individual and group counseling offered twice a week.

The IHS school Safety Action Plan and Emergency Operations Plan is reviewed in detail annually as a staff, and was last revisited on 08/08/2018. Staff, students, stakeholders, and the general public can review the plan by contact the school office. Probation and Sheriff agencies join county school administrators, including the principal of Independence, 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 principal reports back and shares relevant information with all staff throughout the year at staff meeting and through email communications.

District administrators meet as a group at least twice a year at the District Office to ensure that all safety administrative regulations and board policies are being met, as well as any questions and concerns are addressed in a timely manner. All classrooms and labs on the Independence High School campus have safety binders equipped with maps, rosters, signs, emergency provisions, and detailed directors to facilitate success of emergency response efforts. 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. Administrators, campus security, and campus maintenance personnel 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.

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 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	4.0	28		
Mathematics	6.0	16		
Science	6.0	9		
Social Science	8.0	17		

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	4.0	30		
Mathematics	7.0	13		
Science	8.0	7		
Social Science	7.0	19		

* 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 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	6.0	22		
Mathematics	6.0	17		
Science	6.0	11		
Social Science	9.0	18		

* 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: 1/15/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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: 1/15/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$23507.0	$4413.0	$19088.0	$62664.0
District	N/A	N/A	$8556.0	$81042.0
Percent Difference – School Site and District	N/A	N/A	123.0%	-23.0%
State	N/A	N/A	$6574.0	$85815.0
Percent Difference – School Site and State	N/A	N/A	230.0%	-27.0%

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

Last updated: 1/15/2019

Types of Services Funded (Fiscal Year 2017—18)

- Classroom/student recognition and incentive programs

- Supplemental reading materials, technology, equipment, books and supplies

- Interactive field learning experiences and college and career exploration opportunities

- Faculty and staff professional development, including travel and conference

- Motivational assemblies and student connectivity events and initiatives that strive to inspire and engage students in their learning and support their graduation and post-high school goals

- Diverse credit recovery options such as Intercession and Student Lacking Academic Progress (SLAP)

- Career preparation (course work, Job Shadow or Internship) and work readiness programs and certificates

- Student support services including drug prevention counseling, peer counseling, character curriculum and restorative justice frameworks

- Parent involvement activities and outreach initiatives

- Common Core articulation and development

Last updated: 1/15/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,407	$50,747
Mid-Range Teacher Salary	$69,511	$86,127
Highest Teacher Salary	$100,848	$106,915
Average Principal Salary (Elementary)	$	--
Average Principal Salary (Middle)	$	$136,636
Average Principal Salary (High)	$165,381	$150,286
Superintendent Salary	$231,663	$238,058
Percent of Budget for Teacher Salaries	33.0%	34.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
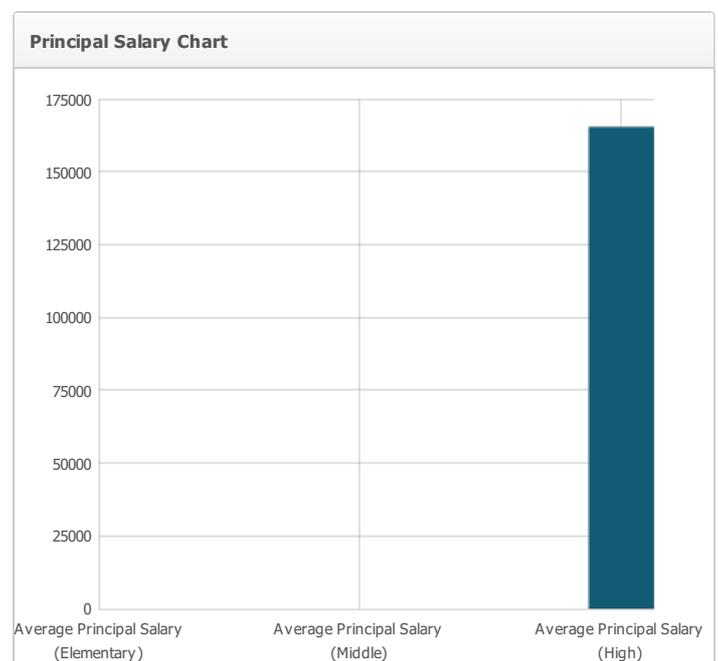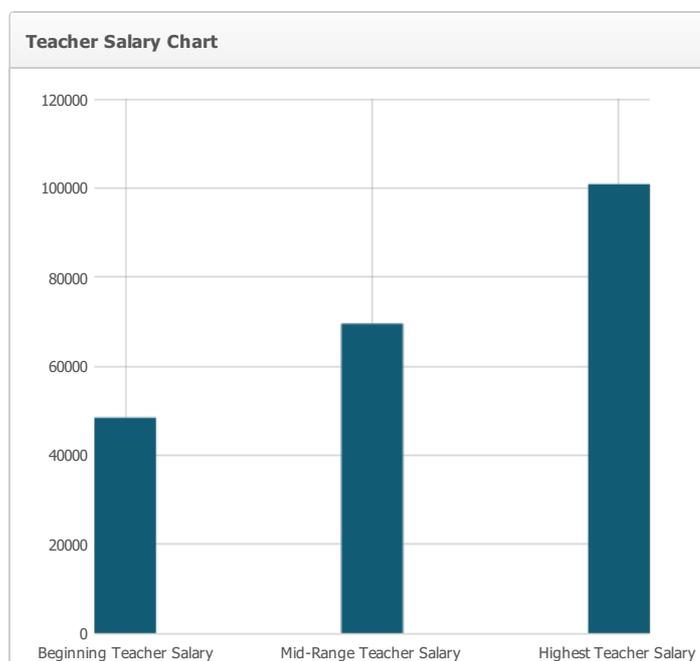
Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/16/2019

Professional Development

Professional Development is a high priority at Independence. A culture of self-growth and continual improvement has been established by acknowledging that we serve students best when we continually assess our practices and adjust and evolve in order to keep learning relevant and engaging. The staff at Independence High School have a total of eight three-hour collaboration periods a year. These district-wide collaboration days are specifically designated to provide time for teachers and staff to work on the development and implementation of school goals and support the improvement process as we strive to deliver a high caliber program to all student. At least two of these collaboration days are spent working with other Alternative Education teachers in the district, sharing best practices and methods of instructions and assessment that work well in the alternative/continual environment.

In addition, IHS teachers and administration developed a daily bell schedule that allocates 25 additional minutes at the end of each school day for further site-based collaboration, lesson preparation, and individualized student support time. This time allows for weekly student connections meeting, which keep teachers abreast on student issues or concerns while collective support efforts are shared and planned. Academic Recovery teachers also meet on a regular basis to continue to develop Academic Recovery classes that effectively support students in their areas of learning need while also developing key study skills and executive functioning techniques that foster student growth and the development of lifelong learners equipped with coping mechanisms and skill-sets that will serve them well after high school. At the beginning of the school year, staff set professional development priorities and goals by examining the three guiding R's: Rigor, Relevance, Relationship and asking the following questions:

- Where are we now?
- Where do we want to be?
- How are we going to get there?

Through this analysis the determined focus of collaboration time and professional development activities include the following areas:

- Examination of the school's culture, including discipline policies, positive behavior incentive programs, general school behavior responses and general philosophy
- Examination of evidence of student achievement by subject area
- Exploration of instructional strategies and materials that improve student achievement in math, science, history, and english
- Examination of more effective ways to use data to drive instructional program and purchases
- Exploration of new avenues and opportunities for parent involvement
- Development and expansion of credit-recovery opportunities that meet students' diverse needs
- Expansion of teachers' ability to use online resource and new technologies
- Integration of career preparation and work-readiness skills
- Implementation of the new Common Core standards, courses and units of study that prepare students for community college entrance requirements and post-high school career path

- Expand and develop tools and programs that facilitate student well-being, enhance school staff, and support student connectivity and academic growth

Last updated: 1/15/2019