Independence Continuation School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 the 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.

2022-23 School Contact Information

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

2022-23 District Contact Information

District Name	El Dorado Union High School District
Phone Number	(530) 622-5081
Superintendent	Ron Carruth
Email Address	sfuson@eduhsd.net
District Website Address	www.eduhsd.k12.ca.us

2022-23 School Overview

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 80-110 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 direct 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	45
Grade 12	60
Total Enrollment	105

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.9
Male	57.1
American Indian or Alaska Native	1.9
Asian	0.0
Black or African American	3.8
Filipino	1.0
Hispanic or Latino	22.9
Native Hawaiian or Pacific Islander	1.0
Two or More Races	7.6
White	61.9
English Learners	1.9
Foster Youth	1.0
Homeless	9.5
Migrant	0.0
Socioeconomically Disadvantaged	46.7
Students with Disabilities	22.9

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

2020-21 Teacher Preparation and Placement

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	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.

2021-22 Teacher Preparation and Placement

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	28.50	
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	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2022

Subject	Textbooks and Other 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, McGraw Hill, 2020, CC (5/17/2022 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: Glencoe Science: Earth Science, Geology, the Environment, Glencoe/McGraw Hill, 2007 (6/12/2007 Board Adopted) Biology: Biology, Holt McDougal, 2012 (6/9/2015 Board Adopted) AP Biology: Biology In Focus, 2020 (5/17/2022 Board Adopted) Chemistry: Inspire Chemistry, McGraw Hill, 2020 (5/17/2022 Board Adopted) Advanced Chemistry: Chemistry: Matter and Change, Glencoe/McGraw Hill, 2017, (5/09/2017 Board Adopted) AP Chemistry: Chemistry: A Molecular Approach, AP Edition, Pearson, 2017, (5/09/2017 Board Adopted)	Yes	0.0

	Physics: Pearson Physics, Pearson, 2014, (05/09/2017 Board Adopted)		
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, Bedford, Freeman and Worth, 2020, (05/12/2020 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: A Down to Earth Approach, Pearson, 2020 (6/08/2021 Board Adopted) Psychology: Thinking About Psychology, Bedford, Freeman and Worth, 2019 (6/08/2021 Board Adopted)	Yes	0.0
Foreign Language	Spanish 1-4: EntreCulturas – Levels 1-4, Wayside Publishing, 2017, (6/08/2021 Board Adopted) AP Spanish: TEMAS AP Spanish Language and Culture, Vista Higher Learning, 2020 (6/08/2021 Board Adopted) German 1-3: Mosaik – Levels 1-3, Vista Higher Learning, 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: Supplemental materials (5/8/2001 Board Adopted)	Yes	0.0
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 Laboratory Equipment (grades 9-12)	N/A		

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 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 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.

Year and month of the most recent FIT report	September 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 [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).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

*   Aligned with CA CCSS for ELA and mathematics;
*   Available to students in grades 3 through 8, and grade 11; and
*   Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

*   Smarter Balanced ELA and mathematics summative assessments;
*   Other assessments meeting the SBE criteria; or
*   Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	43	N/A	60	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	41	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	62	47	75.81	24.19	42.55
Female	26	20	76.92	23.08	40.00
Male	34	25	73.53	26.47	40.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	14	13	92.86	7.14	30.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	41	30	73.17	26.83	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	32	23	71.88	28.12	30.43
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	14	10	71.43	28.57	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	62	48	77.42	22.58	0.00
Female	26	21	80.77	19.23	0.00
Male	34	25	73.53	26.47	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	14	13	92.86	7.14	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	41	29	70.73	29.27	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	32	23	71.88	28.12	0.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	14	10	71.43	28.57	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	15.79	6.67	44.81	39.55	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	15	57.69	42.31	6.67
Female	11	6	54.55	45.45	--
Male	15	9	60	40	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	10	62.5	37.5	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	10	58.82	41.18	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

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. 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. 2021-2022 saw our largest participation rate of students in the ROP programs across the district. 14 students participated successfully in ROP.

2021-22 Career Technical Education (CTE) Participation

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	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	--	--	--	--	--

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.

2022-23 Opportunities for Parental Involvement

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,

2022-23 Opportunities for Parental Involvement

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 Meeting - 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 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 and special holiday events. 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.

C. Engagement

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		4.9	1.4		2.6	1.3		8.9	7.8
Graduation Rate		91.5	91.3		94.2	96.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	69	63	91.3
Female	28	27	96.4
Male	41	36	87.8
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	19	17	89.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	39	38	97.4
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	16	15	93.8
Socioeconomically Disadvantaged	52	47	90.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	22	19	86.4

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	143	135	115	85.2
Female	60	53	45	84.9
Male	79	78	67	85.9
American Indian or Alaska Native	2	2	2	100.0
Asian	1	1	1	100.0
Black or African American	3	3	3	100.0
Filipino	1	1	1	100.0
Hispanic or Latino	32	31	26	83.9
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	12	10	9	90.0
White	90	85	71	83.5
English Learners	5	5	4	80.0
Foster Youth	3	2	2	100.0
Homeless	26	25	22	88.0
Socioeconomically Disadvantaged	80	76	66	86.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	36	33	28	84.8

C. Engagement	State Priority: School Climate

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	18.52	5.05	2.45
Expulsions	0.00	0.14	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	2.11	10.49	1.91	5.39	0.20	3.17
Expulsions	0.00	0.00	0.04	0.14	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.49	0.00
Female	13.33	0.00
Male	8.86	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	9.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	16.67	0.00
White	8.89	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	11.54	0.00
Socioeconomically Disadvantaged	11.25	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.89	0.00

2022-23 School Safety Plan

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 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	21		
Mathematics	6	13		
Science	8	6		
Social Science	9	15		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	23		
Mathematics	3	12		
Science	6	9		
Social Science	3	31		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	8	2	
Mathematics	5	8		
Science	7	10		
Social Science	7	23		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	95.45

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	27,344	8,343	19,001	$74,900
District	N/A	N/A	8,331	$85,434
Percent Difference - School Site and District	N/A	N/A	56	-12
State	N/A	N/A	6,594	$94,126
Percent Difference - School Site and State	N/A	N/A	65	-20

2021-22 Types of Services Funded

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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,118	$55,947
Mid-Range Teacher Salary	$71,968	$90,080
Highest Teacher Salary	$104,412	$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$146,364
Average Principal Salary (High)	$172,453	$164,633
Superintendent Salary	$256,179	$261,984
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	22	10	7