

# Independence Continuation

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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.

## About This School

**Contact Information (School Year 2016-17)**

School Contact Information	
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@eduhd.net
Web Site	<a href="http://ihs.eduhd.k12.ca.us/">http://ihs.eduhd.k12.ca.us/</a>
CDS Code	09618530934554

District Contact Information	
District Name	El Dorado Union High School District
Phone Number	(530) 622-5081
Superintendent	Stephen Wehr
E-mail Address	supt@eduhds.net
Web Site	www.eduhds.k12.ca.us

### School Description and Mission Statement (School Year 2016-17)

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 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 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, is the largest continuation school in the El Dorado Union High School District. The school provides an alternative education for students from the district's comprehensive high schools and the surrounding community. IHS traditionally has an enrollment (for grades 10-12) of 100 to 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. 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. 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).

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 2015, 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, IHS 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's 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. The majority of students are Caucasian (approximately 75-80%). Other cultures represented in the student body include: Latino, African American, American Indian, Filipino-American, Pacific Islanders and students coming from multiple ethnicities. A significant percentage of students qualify for free or reduced meals. This percentage fluctuates between 50%-70% of the entire student body. Most students qualify for Title One services, based on a variety of factors, including standardized test scores and graduation status progression.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 10	4
Grade 11	28
Grade 12	57
<b>Total Enrollment</b>	<b>89</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	3.4
Asian	0
Filipino	0
Hispanic or Latino	28.1
Native Hawaiian or Pacific Islander	0
White	60.7
Two or More Races	3.4
Socioeconomically Disadvantaged	60.7
English Learners	0
Students with Disabilities	19.1
Foster Youth	3.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	7	6	7	303
Without Full Credential	0	2	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2014-15	2015-16	2016-17
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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	56.6	43.4
All Schools in District	87.4	12.6
High-Poverty Schools in District	58.8	41.2
Low-Poverty Schools in District	91.5	8.5

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 (6/23/2009 Board Adopted); Literature and Language Arts – UMHS, Holt Rinehart Winston, 2003 (5/20/2003 Board Adopted)	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning, LLC/ Holt-McDougal, 2015 (6/28/2016 Board Adopted)</p> <p>Algebra 1: Algebra 1, Pearson, 2015, CC, CA Edition (6/10/2014 Board Adopted)</p> <p>Geometry: Geometry, Pearson, 2012, CC (5/14/2013 Board Adopted)</p> <p>Algebra 2: Algebra 2, Pearson, 2015, CC, CA Edition (5/13/2014 Board Adopted) EDHS, ORHS, PHS, IHS, VA, VHS; Glencoe Algebra 2, Glencoe/McGraw -Hill, 2014, CC (5/13/2014 Board Adopted) UMHS</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>	Yes	0.0
<b>Science</b>	<p>Physical/Earth Science: Glencoe Science: Earth Science, Geology, the Environment, Glencoe/McGraw Hill, 2007 (6/12/2007 Board Adopted)</p> <p>Biology: Biology, Holt McDougal, 2012 (6/9/2015 Board Adopted)</p> <p>Chemistry: Chemistry in the Community, Bedford St. Martins, 2012 (6/10/2014 Board Adopted)</p> <p>Advanced Chemistry: Chemistry, Prentice Hall, 2005 (6/13/2006 Board Adopted)</p> <p>Physics: Physics, Holt Rinehart Winston, 2009 (6/23/2009 Board Adopted)</p>	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<p>World History: The Modern Era, Pearson, 2016, (6/28/2016 Board Adopted)</p> <p>U.S. History/Geography: History Alive! Pursuing American Ideals, Teachers' Curriculum Institute, 2007 (6/12/2007 Board Adopted)</p> <p>American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, CA (12/08/15 Board Adopted)</p> <p>Economics: Economics, Pearson, 2016, (12/08/2015 Board Adopted)</p> <p>Sociology: Sociology and You, McGraw -Hill, 2014 (6/11/2013 Board Adopted)</p> <p>Psychology: Understanding Psychology, McGraw - Hill, 2014 (6/11/2013 Board Adopted)</p>	Yes	0.0
<b>Foreign Language</b>	<p>Spanish 1-4: ¡ Avancemos! – Levels 1-4, Holt McDougal, 2013, (6/11/2013 Board Adopted)</p> <p>AP Spanish: TEMAS, Vista Higher Learning, 2014 (6/11/2013 Board Adopted)</p> <p>German 1-2: Deutsch Aktuell – Levels 1-2, EMC/Paradigm, 2004 – 5th Edition (5/12/2009 Board Adopted)</p> <p>German 3-4: Deutsch Aktuell – Level 3, EMC/Paradigm, 2005 – 5th Edition (5/12/2009 Board Adopted)</p> <p>French 1-4: T'es branché – Levels 1-3, EMC Publishing, 2014 (5/13/2014 Board Adopted)</p> <p>Italian 1-4: Oggi in Italia, Houghton Mifflin, 1998 (5/8/2001 Board Adopted)</p> <p>Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)</p>	Yes	0.0
<b>Health</b>	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)	Yes	0.0
<b>Visual and Performing Arts</b>	Miscellaneous Supplemental Instructional Materials	Yes	0.0
<b>Science Laboratory Equipment (grades 9-12)</b>	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided to accommodate lab stations of 2-4 students	Yes	0.0

## School Facility Conditions and Planned Improvements (Most Recent Year)

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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 Big Web Desk (work order system) is used by all staff to insure that all facility concerns and need repairs are addressed in an efficient, timely manner. The campus is supervised by two Administrators, two Campus Monitors, a part-time probation officer, a 24 hour on-campus security watchman and outside areas are monitored with a state of art video surveillance system.

The campus has completed a weight room/gym remodel project a few years ago to create more space for additional safety and better equipment. Durable rubber flooring and wrap around mirrors create a prime space for the school's dance team to practice, as well as Life Fitness classes to lift weights. The room also allows students and staff access to full media capacities, with an LCD projector, computer, and sound system to enhance instruction and exercise and provide more flexibility in the use of the facility. Another room on campus was recently refurbished to serve as an additional computer lab with an LCD projector, which can also be used as a conference room.

The school's cafeteria and kitchen were remodeled last year, fully equipped with new appliances and granite countertops. Students now enjoy a clean, spacious place to eat their breakfast and lunch, and the room can now serve as a place to hold parent outreach events, assemblies, and proctor standardized tests. The room has a new floor, new walls, new fixtures and lights and features a separate space for food service workers to serve students, giving Independence students access to their own kitchen, which students can use for ASB events and cooking instruction. The food distribution process at Independence High School has been greatly enhanced from these additions and upgrades. Living on Your Own classes cook in the kitchen on a regular basis as part of ongoing curriculum and instruction. An after-school snack program also utilizes the upgraded and expanded kitchen space, supporting the well-being, nutrition, and nourishment of our students and their families.

Room 9 (Computer Lab) and adjacent room 10, (Art Studio) were also renovated a few years ago. Arts and craft classes now have much more room to work with because unused office space was removed to allow students more square feet to use. Sturdy granite countertops were installed around sink areas, while a wall-length bookcase got a new formica countertop with refinished bookshelves below. Energy efficient windows were installed, and security etched glass was used for the lower level windows to ensure student privacy and safety. Ceilings in both rooms were dropped for increased energy efficiency and more aesthetic appeal, as well as fresh paint. Last year both rooms received the finishing touch on their vast sun-exposed wall flanking windows with the installation of heavy-duty window coverings. Not only are the rooms now safer in the event of a lock-down situation, but teachers can better control the learning environment when using the digital presentation systems.

Independence has greatly benefited from the installation of a new LED dual display cabinet sign on the main south driveway entrance for increased ease at finding the school's address for visitors and new students and their families. This sign is mounted high off the ground, dual sided so traffic both directions has easy visibility, and will provide the school another powerful means in which to communicate important messages and school information to students, stakeholders, and the surrounding community.

Independence High School is protected by high quality perimeter wrought-iron fencing that thwarts visitors from disrupting instruction and promotes the school's visitor policy, flushing visitors towards the only open entrance in front of the administrative building, where notices are posted 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.

Campus improvement plans in the works at Independence are now primarily focused on the development of another high quality classroom, making new use out of the recently vacated building that formerly housed the District's Community Day School program. In an effort to promote cultural enrichment and artistic expression for our students, the school community has decided to create a multi-functional physical art space where classes could go to participate in extension activities that diversify their learning experience while at Independence. Activities will include yoga, music, art, and a reading space/library. The possibilities are certainly exciting as to how this new classroom space will enhance the overall school program at Independence.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		The fascia of the roof overhang in front of Classroom 1 is experiencing dry rot and is in need of repair. District is aware and has repair plans in the works.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: September 2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. 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 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	19	19	75	81	44	48
Mathematics	0		54	58	34	36

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.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	44	36	81.8	19.4
Male	11	28	22	78.6	27.3
Female	11	16	14	87.5	7.1
White	11	30	25	83.3	12.0
Socioeconomically Disadvantaged	11	30	25	83.3	24.0

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 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.

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.

#### CAASPP Test Results in Mathematics by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	44	36	81.8	
Male	11	28	22	78.6	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	11	16	14	87.5	
White	11	30	25	83.3	
Socioeconomically Disadvantaged	11	30	25	83.3	

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 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.

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.

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	20	7	77	75	70	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	18	15	83.3	6.7
White	15	12	80.0	8.3
Socioeconomically Disadvantaged	14	13	92.9	7.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

### Career Technical Education Programs (School Year 2015-16)

Independence High School does not have any on-site CTE or ROP courses, but our students have the ability to participate in ROP (Regional Occupational Program) courses offered at our district schools off-site. Independence High School students had struggled with completing ROP successfully in years past, even though handfuls of students sign up in the beginning of the semester in these courses with good intentions. After analyzing the data and circumstances surrounding our ROP non-completers, we found that a huge reason students were not being successful was lack of reliable transportation. Consistent attendance is a crucial variable in order for students to meet the demands of ROP programs. The reality we found is that our population does not often have access to reliable transportation, and that is why their success would wane early on and they almost always did not earn their ROP completion certificate.

A few years ago, the school’s SITE council worked with the district to arrange van transportation for Independence students to ROP. Because of this single change in the program, Independence saw an increase in student ROP completers. Independence plans to keep offering daily van transportation for students to ROP classes, and it aligns directly to the school’s goals of supporting students to reach their full potential and become successful college and career ready community members.

The school’s vision is one of academic redemption where students are encouraged to improve their lives and find academic and post-high school success. The ability to successfully complete a ROP course is a key component to this vision. However, recent data indicates that some students are still struggling to complete their ROP pathways-despite in-place transportation services-so the school’s Connections Team is actively seeking other ways the school can further support its students in reaching full ROP course completion, including individual check-in’s, strategic grouping of the school’s ROP cohort into schedules designed to provide them with study time specifically devoted to their ROP curriculum, and an enhanced screening process during the initial application process to ensure the student is making an informed decision when enrolling in an ROP program.

Overall, providing transportation support has been extremely beneficial support we have provided to our parents and students, who otherwise would not be able to participate in these valuable ROP programs, which are now proven to lead our graduate completers down rewarding career paths.

The school also offers two elective sections of College and Career Readiness, a course specifically designed to expose, encourage, and most importantly guide students through the development of post-secondary pathway plans. The class spends equal time exploring Community College pathways and viable career options, including the incorporation of a variety of guest speakers representing both sectors and field trips to regional Community Colleges and tours of local companies and businesses.

\n In light of the EDUHSD’s Strategic Goals—specifically the District’s goal of: “Provide students with similar experiences, subject matter, and expectations across the District” and “Increase the number of students qualifying to enroll in transferable, college-level courses and career-specific programs of study.”—Independence High School is on the right track by providing useful, supportive resources to help our students achieve their goals related to college and career readiness. When one visits the campus, they can see a visual representation of the school’s efforts in the front office’s “College & Career All-Star Wall” where alumni students’ pictures are displayed along who have successfully enrolled in college after graduation or found success directly into the workforce. This wall provides inspiration and constant encouragement to current Independence students and reflects the school’s commitment and belief that its students are truly capable of reaching their full potential after graduation.

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	2
% of pupils completing a CTE program and earning a high school diploma	22
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## C. Engagement

### State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

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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:

1. School Site Council - School Site Council meets quarterly to review the school's' 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 "Back to School Night." 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

2. Parent Education Meetings - These are conducted at enrollment and as needed. Target outcomes of these meeting 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 & achievement and extracurricular engagement.

3. 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 resources. 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 the community up-to-date school information at their fingertips. Teachers and staff use Aeries gradebook functions to email parents relevant grade updates on students, and also use the USPS to mail student 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 principal, 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 tips on how to successfully navigate the challenges that arise when raising teenagers. Parent Square, the school's automated calling & email 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 successes throughout the year, including awards 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.

If you would like to become involved in the ongoing collaborative improvement process for the Independence High School, or if you would like to tour the school or volunteer, please contact Kassandra Paul, Administrative Assistant at (530) 622-7090 x7001.

## State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Dropout Rate</b>	4.20	2.80	2.60	4.20	2.80	2.60	11.40	11.50	10.70
<b>Graduation Rate</b>	93.13	93.49	95.29	93.13	93.49	95.29	80.44	80.95	82.27

### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
<b>All Students</b>	100	96	86
<b>Black or African American</b>	100	100	78
<b>American Indian or Alaska Native</b>	100	100	78
<b>Asian</b>	0	92	93
<b>Filipino</b>	0	100	93
<b>Hispanic or Latino</b>	100	98	83
<b>Native Hawaiian/Pacific Islander</b>	0	100	85
<b>White</b>	100	96	91
<b>Two or More Races</b>	100	97	89
<b>Socioeconomically Disadvantaged</b>	100	77	66
<b>English Learners</b>	0	33	54
<b>Students with Disabilities</b>	100	100	78

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	40.0	37.6	29.1	8.4	7.0	6.8	4.4	3.8	3.7
<b>Expulsions</b>	1.0	0.0	0.0	0.3	0.2	0.2	0.1	0.1	0.1

## School Safety Plan (School Year 2016-17)

The Independence High School campus has two full-time administrators, two campus monitors, a part-time on-site probation officer and working access to two School Resource Officers from the El Dorado County Sheriff's department to ensure student safety. 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 revised on 1/03/2016. Staff, students, stakeholders, and the general public can review the plan by following a link on the school's website, or accessing a hard copy of the plan in the front office or in any classroom. 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 meetings 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 directions 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2009-2010
Year in Program Improvement*	N/A	Year 4
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8	14	0	0	7	23	0	0	16	NA	NA	NA
Mathematics	14	5	2	0	8	15	0	0	13	NA	NA	NA
Science	13	5	1	0	10	8	0	0	12	NA	NA	NA
Social Science	17	4	5	0	10	16	0	0	14	NA	NA	NA

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.47	89
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.07	N/A
Social Worker	0.0	N/A
Nurse	0.07	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist	0.0	N/A
Other	0.0	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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	21495	3287	18208	75345
District	N/A	N/A	7746	\$76,036
Percent Difference: School Site and District	N/A	N/A	135.1	-0.9
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	134.3	3.8

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

### Types of Services Funded (Fiscal Year 2015-16)

Categorical funds support interventions that target student learning, wellbeing and achievement and include the following:

- 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 conferences
- 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 Intersession, Academic Saturday School or Summer Completion Program
- Career preparation (course work, Job Shadows or Internships) and work readiness programs and certificates
- Student support services including drug prevention counseling, peer counseling, character curriculum and restorative justice frameworks
- Parental involvement activities and outreach initiatives
- Common Core articulation and development

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,667	\$46,184
Mid-Range Teacher Salary	\$65,576	\$75,179
Highest Teacher Salary	\$95,140	\$96,169
Average Principal Salary (High)	\$156,020	\$137,939
Superintendent Salary	\$200,000	\$217,637
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

### Advanced Placement (AP) Courses (School Year 2015-16)

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

Cells with N/A values do not require data.

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

### Professional Development (Most Recent Three Years)

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 students. 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/continuation 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 collaborative, lesson preparation, and individualized student support time. This time allows for weekly student connections meetings, 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:

- 1.) Where are we now?
- 2.) Where do we want to be?
- 3.) 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 programs 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 resources 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 paths
- Expand and develop tools and programs that facilitate student well-being, enhance school safety, and support student connectivity and academic growth.