

Independence High (Continuation)

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/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](#) 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.

Frank (Butch) Wagner, Principal

Principal, Independence High (Continuation)

About Our School

Contact

Independence High (Continuation)
525 Independence Dr.
Sutter Creek, CA 95685-9669

Phone: 209-257-5100
E-mail: bwagner@amadorcoe.k12.ca.us

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Amador County Unified
Phone Number	(209) 223-1750
Superintendent	Amy Slavensky
E-mail Address	aslavensky@amadorcoe.k12.ca.us
Web Site	http://www.amadorcoe.org

School Contact Information (School Year 2017-18)	
School Name	Independence High (Continuation)
Street	525 Independence Dr.
City, State, Zip	Sutter Creek, Ca, 95685-9669
Phone Number	209-257-5100
Principal	Frank (Butch) Wagner, Principal
E-mail Address	bwagner@amadorcoe.k12.ca.us
Web Site	his-acusd-ca.schoolloop.com
County-District-School (CDS) Code	03739810330019

Last updated: 1/11/2018

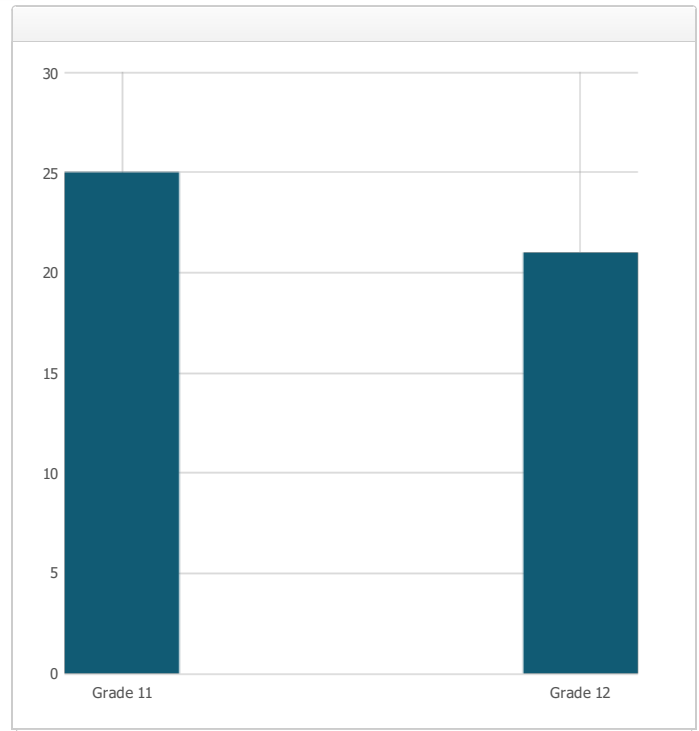
School Description and Mission Statement (School Year 2017-18)

The mission of Independence High School is to provide each student with new opportunities and alternative ways to fulfill his or her unique potential. We strive to promote student success in a positive alternative environment that acknowledges and nurtures unique learning styles. The staff seeks to provide educational, social and career development services to students based on State, District and school site goals. We also endeavor to create a positive climate with an emphasis on enhancing academic achievement, self-confidence, physical well-being, personal goal setting and interpersonal skills emphasizing respect for self and others.

Last updated: 1/12/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 11	25
Grade 12	21
Total Enrollment	46



Last updated: 1/16/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.2 %
American Indian or Alaska Native	4.3 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	15.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	69.6 %
Two or More Races	4.3 %
Other	4.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	73.9 %
English Learners	0.0 %
Students with Disabilities	6.5 %
Foster Youth	6.5 %

Last updated: 1/16/2018

A. Conditions of Learning

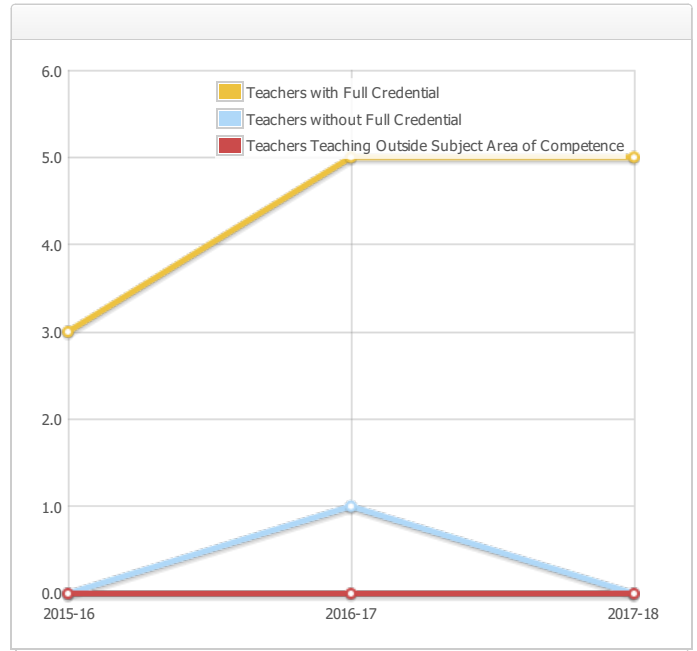
State Priority: Basic

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

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

Teacher Credentials

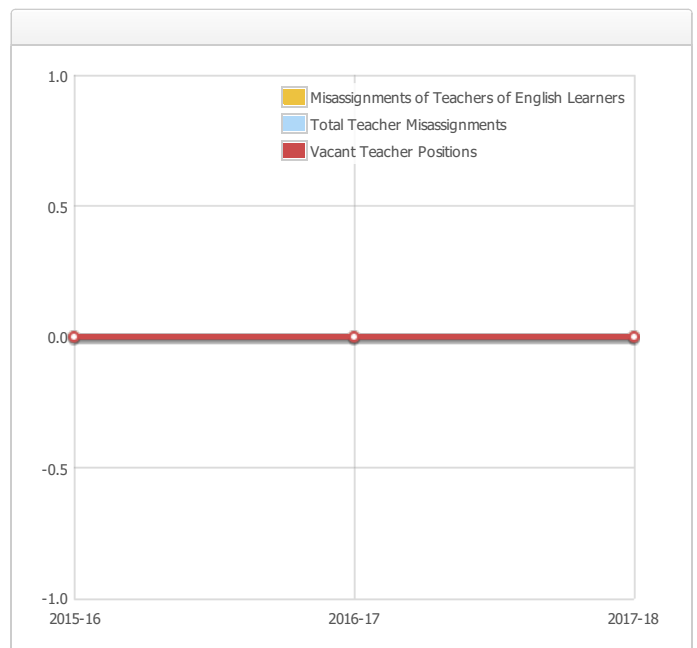
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	3	5	5	171
Without Full Credential	0	1	0	6
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6



Last updated: 1/16/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/16/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections - Houghton Mifflin Harcourt	Yes	0.0 %
Mathematics	APEX Online, Pilot CyberHigh Online Algebra 1: Prentice Hall Geometry: Prentice Hall	Yes	0.0 %
Science	Biology and Ag Biology: Glencoe California APEX Online Pilot CyberHigh Online	Yes	0.0 %
History-Social Science	World Geography: Glencoe World History: Prentice Hall, The Modern World The Americans: Reconstruction to the 21st Century Government in America Economics: A New Way of Thinking APEX Online CyberHigh	Yes	0.0 %
Foreign Language	Realidades: Holt, Rinehart and Winston: Allez Viens Pierson	Yes	0.0 %
Health	Health: Glencoe	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/12/2018

School Facility Conditions and Planned Improvements

Independence High School's buildings and 8 classrooms are cleaned and maintained on a regular basis by the school's custodians and the district maintenance department. The custodians and Principal walk through the restrooms during the day to assure that they are sanitary and in proper working condition. The principal walks the site daily to look for hazards and, if found, they are addressed immediately.

Last updated: 1/12/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2017

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

Overall Facility Rate

Year and month of the most recent FIT report: November 2017

Overall Rating	Good
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Last updated: 1/12/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)		9%	42%	46%	48%	48%
Mathematics (grades 3-8 and 11)		0%	28%	32%	36%	37%

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.

Last updated: 1/12/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	23	79.31%	--
Male	22	17	77.27%	11.76%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	22	18	81.82%	11.11%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	14	73.68%	--
English Learners				
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/12/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	19	65.52%	--
Male	22	14	63.64%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	22	14	63.64%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	12	63.16%	--
English Learners				
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/12/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	6.0%	9.0%	61.0%	58.0%	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/12/2018

Career Technical Education Programs (School Year 2016-17)

The Career Technical Education Programs are open to any and all students enrolled in our School District. The list of CTE classes available for ACUSD students is as follows:

- Introduction to Agriculture Mechanics
- Advance Agriculture Mechanics
- Advance Agriculture Construction
- Agriculture Fabrication
- Advanced Power Agriculture Mechanics
- Veterinary Science
- Agriculture Business
- Agricultural Engineering & Mechanics
- Agriculture Leadership & Communications
- Early Childhood Education
- Intro to Foods
- Foods 1-2
- Culinary Foods I: Culinary Fundamentals
- Culinary 2: World Cuisine
- Culinary 3: Honors International Cuisine
- Culinary 4: Hotel & Restaurant Management
- Floral Design
- Advanced Floral Design
- ROP Health Careers
- Graphic Design
- Advanced Graphic Design
- Digital Photography
- Digital Art
- Advanced Digital Photography
- Introduction to Computer Science
- Computer Programming and Game Design
- Video Production and Broadcast Journalism
- Advanced Game Design: 3D Modeling and Animation
- Introduction to Engineering Design
- Fire Science
- Introduction to Technology
- Welding Technology I
- Welding Technology II

Last updated: 1/17/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	34
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%

*Last updated: 1/17/2018***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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.

Last updated: 1/12/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Independence High is always looking for parents and community members to volunteer at our site. Because of the limited number of students, it is difficult to get parents involved in areas where they are needed. We have been somewhat successful in recruiting parent and community volunteers for our School Site Council (SSC). There are parent volunteer sign-up forms in the office during Back to School Night and Open House. We also ask for SSC volunteers in our mailings to parents at the beginning of each school year and in our mailings home in the Spring for the following school year.

We had an incredible response from members of our community when we invited them to participate in our Career Week at school. These events have been very positive for our students and have helped them to make informed decisions about their futures.

In Spring of each year, we hold Open House during the day and serve lunch. This event has been very successful. Students and their parents participate and a good proportion of our community visits. They tour our school, have lunch, talk to the teachers and socialize with others attending the event. Each fall we have Parent Awareness/Back to School Night. We invite parents to come to the school and learn about when their children will be doing over the course of the school year. On this occasion, we ask parents to help with field trips, district parent committees and other activities that need parent involvement. To volunteer at our school, please contact the school principal at 209-257-5100.

State Priority: Pupil Engagement

Last updated: 1/12/2018

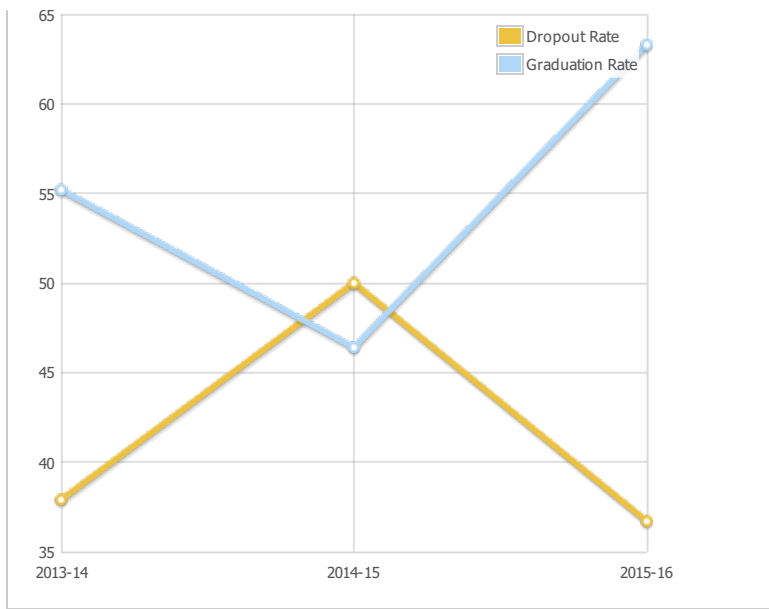
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	37.9%	50.0%	36.7%	9.3%	8.9%	10.3%	11.5%	10.7%	9.7%
Graduation Rate	55.2%	46.4%	63.3%	89.0%	90.5%	89.7%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/12/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	60.7%	87.0%	87.1%
Black or African American	0.0%	0.0%	79.2%
American Indian or Alaska Native	0.0%	91.7%	80.2%
Asian	0.0%	50.0%	94.4%
Filipino	0.0%	100.0%	93.8%
Hispanic or Latino	50.0%	72.4%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	73.3%	90.8%	91.0%
Two or More Races	0.0%	83.3%	90.6%
Socioeconomically Disadvantaged	45.8%	72.5%	85.5%
English Learners	0.0%	50.0%	55.4%
Students with Disabilities	0.0%	88.0%	63.9%
Foster Youth	0.0%	25.0%	68.2%

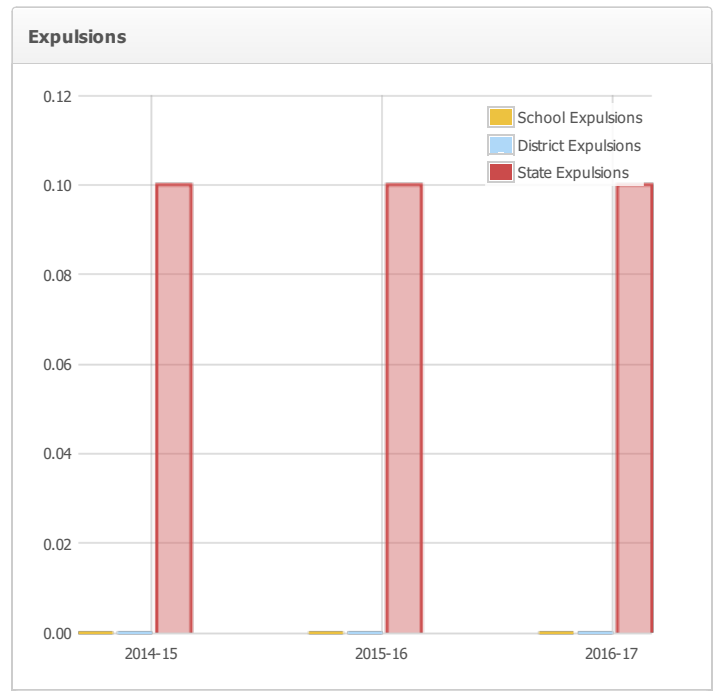
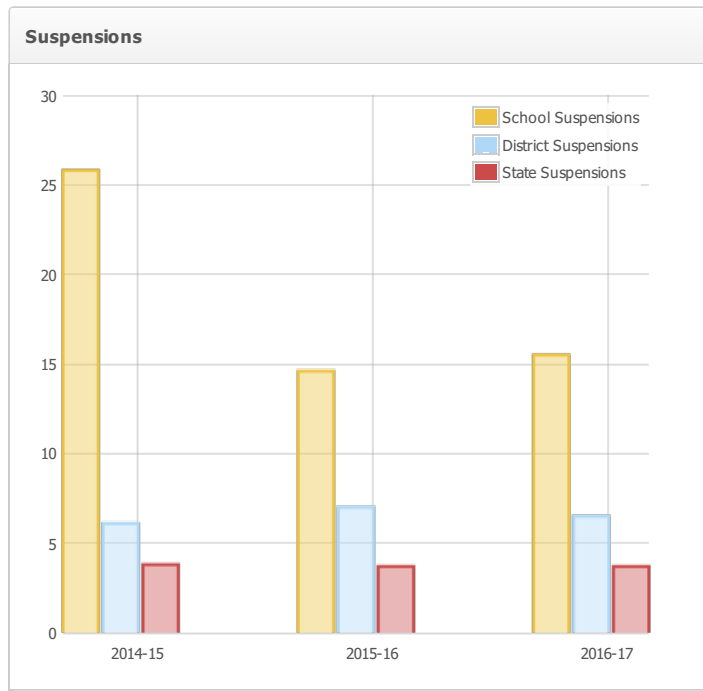
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	25.8%	14.6%	15.5%	6.1%	7.0%	6.5%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/12/2018

School Safety Plan (School Year 2017-18)

Each September, our staff reviews our School Safety Plan. It includes emergency numbers, a disaster preparedness plan and instructions for evacuating the building. We have posted a map next to each door in every classroom that shows designated areas for evacuation.

Early in the Fall Semester our Safety Plan is reviewed by our Site Council and then presented to the school board for approval. It is available to view in the school office.

Last updated: 1/12/2018

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 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7%

Last updated: 1/12/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	3.0	18	0	0	2.0	5	0	0	6.0	10	0	0
Mathematics	4.0	6	0	0	15.0	3	0	0	8.0	5	0	0
Science	1.0	2	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	3.0	15	0	0	6.0	11	0	0	7.0	10	0	0

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

Last updated: 1/12/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	53.0
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	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.

Last updated: 1/12/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15665.0	\$153.6	\$15511.4	\$71537.0
District	N/A	N/A	\$0.0	\$66716.0
Percent Difference – School Site and District	N/A	N/A	200.0%	7.0%
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	80.9%	2.7%

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

Last updated: 1/17/2018

Types of Services Funded (Fiscal Year 2016-17)

The 2015-2016 California budget introduced the Local Control Funding Formula (LCFF), dramatically reforming California’s educational funding system. The LCFF eliminates most categorical funding streams, replacing them with funds based on each LEA’s student demographic profile. The LCFF institutes a change in LEA accountability for unrestricted funding in the form of a three-year, annually renewed, Local Control Accountability Plan (LCAP). Currently we offer a broad array of support and intervention services, two online credit recovery programs and are switching to a project-based learning, Career Technical, integrated school program.

Our online credit recovery program is: Edgenuity

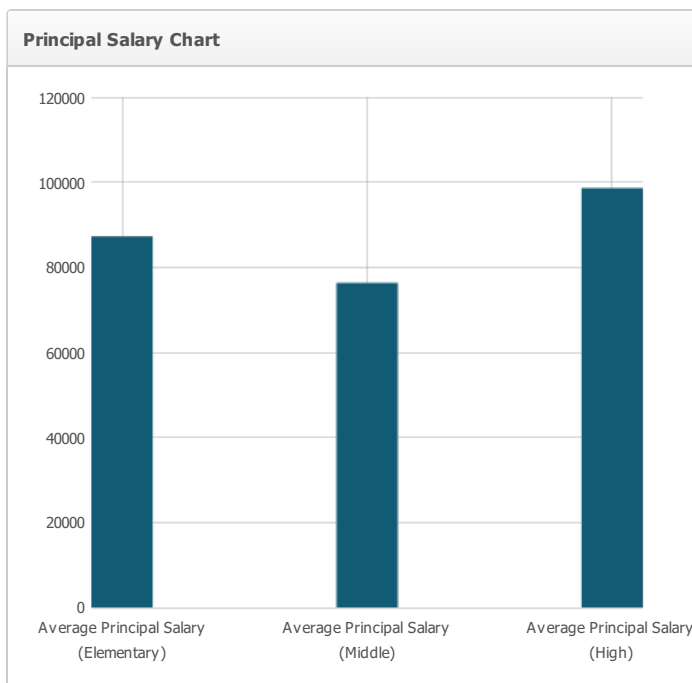
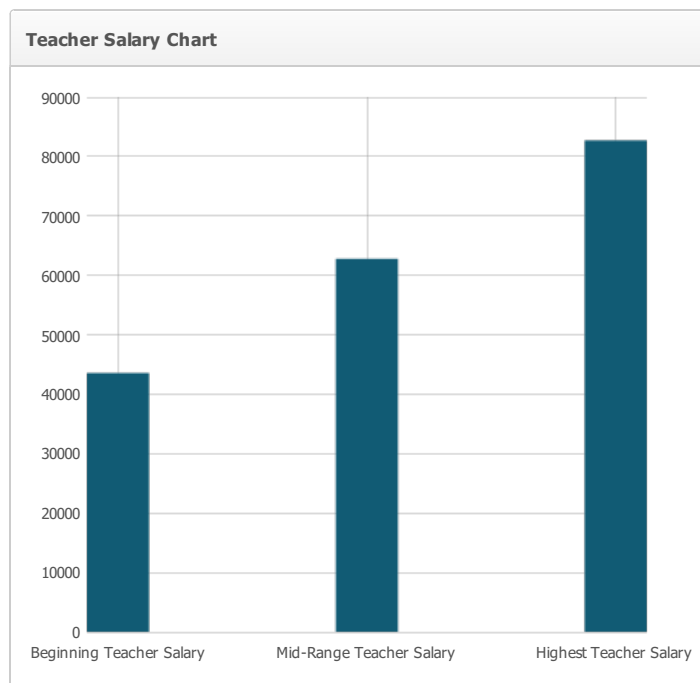
Our online a-g program is: Edgenuity

Last updated: 1/12/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,569	\$44,144
Mid-Range Teacher Salary	\$62,791	\$69,119
Highest Teacher Salary	\$82,712	\$86,005
Average Principal Salary (Elementary)	\$87,252	\$106,785
Average Principal Salary (Middle)	\$76,319	\$111,569
Average Principal Salary (High)	\$98,603	\$121,395
Superintendent Salary	\$144,077	\$178,104
Percent of Budget for Teacher Salaries	32.0%	34.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 1/12/2018

Advanced Placement (AP) Courses (School Year 2016-17)

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

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

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

Last updated: 1/17/2018

Professional Development

16/17: 4.5 days

15/16 4.5 days

14/15 4.5 days

In the 16/17 school year, we had a total of 4.5 days in the Amador County Schools calendar set aside for professional development and continuous professional growth. The areas of focus for these 4.5 days were selected using student achievement data, teacher surveys, needs determined by our Single Plans for Student Achievement, the new Common Core Standards, our instructional leadership team feedback, and implementation strategies thereof, as well as results from Response to Intervention classwork.

Professional development is delivered via after school workshops, summer institutes, release days and conference attendance – along with individual teacher mentoring. Teachers are supported through these processes with in-class coaching, teacher/principal coaching and discussions with focus on our project-based minimum days. Our district has a current focus on math, NGSS, literacy, and using high-leverage strategies.

Last updated: 1/12/2018