

**Independence Continuation**  
**2024–25 School Accountability Report Card**  
**Reported Using Data from the 2024–25 School**  
**Year**  
**California Department of Education**

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

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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## About This School

### Jennifer Myers, Alternative Education Site Administrator

📍 Principal, Independence Continuation

#### Contact

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Independence Continuation  
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Diamond Springs, CA 95619-1450

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Email: [jmyers@eduhd.k12.ca.us](mailto:jmyers@eduhd.k12.ca.us)

### Contact Information (School Year 2025–26)

<b>District Contact Information (School Year 2025–26)</b>	
<b>District Name</b>	El Dorado Union High
<b>Phone Number</b>	(530) 622-5081
<b>Superintendent</b>	Kuhlman, Michael
<b>Email Address</b>	<a href="mailto:mkuhlman@eduhd.k12.ca.us">mkuhlman@eduhd.k12.ca.us</a>
<b>Website</b>	<a href="http://www.eduhd.k12.ca.us">www.eduhd.k12.ca.us</a>
<b>School Contact Information (School Year 2025–26)</b>	
<b>School Name</b>	Independence Continuation
<b>Street</b>	385 Pleasant Valley Rd.
<b>City, State, Zip</b>	Diamond Springs, CA , 95619-1450
<b>Phone Number</b>	(530) 622-7090
<b>Principal</b>	Jennifer Myers, Alternative Education Site Administrator
<b>Email Address</b>	<a href="mailto:jmyers@eduhd.k12.ca.us">jmyers@eduhd.k12.ca.us</a>
<b>Website</b>	<a href="http://ihs.eduhd.k12.ca.us/">http://ihs.eduhd.k12.ca.us/</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	09618530934554

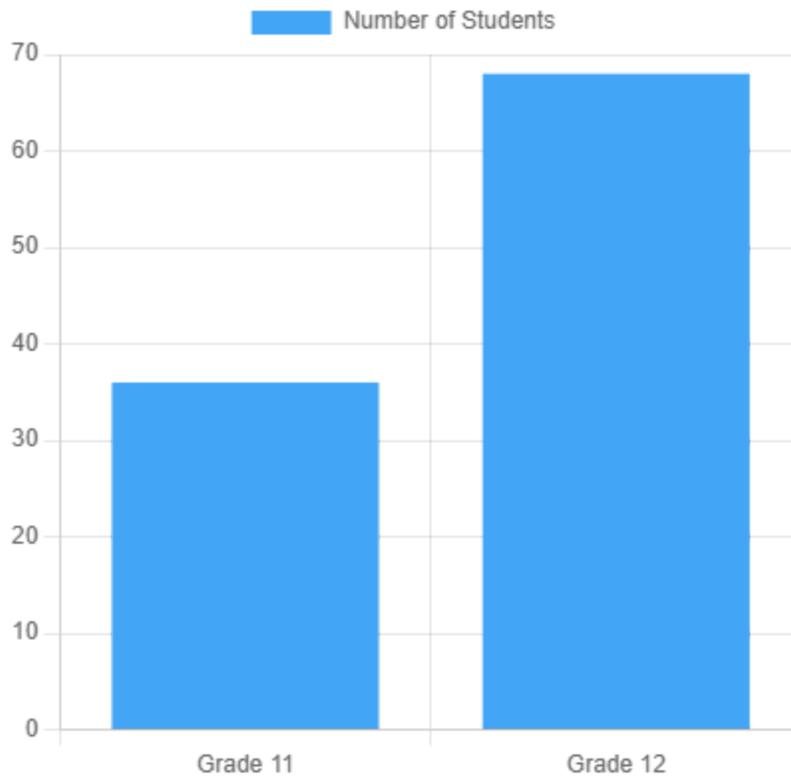
### School Description and Mission Statement (School Year 2025–26)

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 90- 130 students, fluctuating throughout the year depending on student need. Independence High School is committed to providing outstanding preparation for students to meet graduation requirements and experience success in the world of work or higher education. Respect and tolerance are guiding principles that create a culture of inclusion built on the belief that all students are valuable learners who can experience success as they become college and/or career ready. The staff of Independence High School believes that a viable, vital and distinctly different standards-based alternative education should be provided to students who have experienced limited success or

satisfaction at other educational venues. Exploration, creativity, and real-world application guides the learning process as students become thoughtful members of society that value life, learning and ultimately their own independence. Independence High School received a maximum six-year WASC accreditation in the spring of 2022, after having completed a fully comprehensive self-study. Independence High School's geographic location provides the opportunity to serve a wide range of student populations. At the western end of the county, Independence High School serves the suburban areas, El Dorado Hills and Cameron Park, and at the other end, rural communities such as Pollock Pines and Grizzly Flats. Students have access to the District's Alternative Education transportation bus routes that cover the greater part of the El Dorado Union High School District boundaries. We provide an 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.

### Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 11	36
Grade 12	68
Total Enrollment	104



### Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	36.30%
Male	64.70%
Non-Binary	1.00%
American Indian or Alaska Native	2.00%
Asian	1.00%
Black or African American	2.90%
Filipino	0.00%
Hispanic or Latino	24.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	9.80%
White	61.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.00%
Foster Youth	2.00%
Homeless	24.50%
Migrant	0.00%
Socioeconomically Disadvantaged	65.70%
Students with Disabilities	27.50%

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Preparation and Placement (School Year 2021–22)

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

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

### Teacher Preparation and Placement (School Year 2022–23)

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)	3.50	48.22%	258.00	88.72%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.70	0.96%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	13.70%	6.10	2.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.70	37.67%	14.60	5.02%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.27%	9.20	3.17%	14303.80	5.15%
Total Teaching Positions	7.30	100.00%	290.90	100.00%	277698.00	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.

### Teacher Preparation and Placement (School Year 2023–24)

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)	2.40	51.45%	242.50	84.93%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.10	0.42%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	20.45%	8.90	3.13%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	27.69%	15.40	5.41%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	17.40	6.10%	13705.80	4.91%
Total Teaching Positions	4.80	100.00%	285.50	100.00%	278927.10	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.

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

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0.00	0	0.20
Misassignments	0.00	1	0.70
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	1	0.90

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

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	2.90	2.7	1.30
Total Out-of-Field Teachers	2.90	2.7	1.30

### Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	14.7%	7.60%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.2%	0%	0.00%

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: August 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 4: Contemporary Literature - approved novels (05/14/2013 Board Approval)	0
Mathematics	Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning/ Holt-McDougal, 2015 (6/28/2016 Board Adopted)  Algebra 1: Reveal Algebra 1, McGraw Hill, 2020 (4/11/2023 Board Adopted)	0
Science	Earth and Space Science: Earth and Space Science, Houghton Mifflin Harcourt, 2018 (5/8/2018 Board Adopted)  Biology: Inspire Biology, McGraw Hill, 2020 (6/13/2023 Board Adopted)	0
History-Social Science	World History: History Alive! World Connection, TCI, 2020, (5/13/2025 Board Adopted)  U.S. History/Geography: United States History, TCI, 2024, (5/13/2025 Board Adopted)  American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/2015 Board Adopted)  Economics: TCI Econ Alive! The Power to Choose, TCI, 2020, (5/14/2024 Board Adopted)	0
Foreign Language		0

<b>Subject</b>	<b>List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Health	Glencoe Health, McGraw Hill, 2022 (5/14/2024 Board Adopted)	0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

## 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 principal, one counselor, one campus monitor, one SRO and probation as needed, a 24 hour on-campus security watchman and all outside areas are fully monitored by a state-of-the-art full color video surveillance system. Independence High School is protected by the installation of high quality perimeter wrought-iron fencing that thwarts visitors from disrupting instruction and promotes the school's visitor check-in policy by guiding all visitors through the administration building, where notices are posted and school staff is present, reminding visitors of their obligation to check in before proceeding onto campus. In the spring of 2019, a new irrigation system was added to the athletic field and a new cement pad was poured to provide an outdoor area for ceremonies such as graduation. Further, this locked fencing discourages facility vandalism and property theft outside of school hours by consistently preventing the public from accessing the interior of the campus. In 2022, Independence parking lots and basketball courts were resurfaced. New baskets and backboards were replaced including new netting. With the help of some community donations, Independence also upgraded PE opportunities with the addition of a pickleball court setup, new gym weights, new yoga mats and blocks and two soccer goals. In 2025, a cross fit gym set up was installed creating multiple stations for pull ups and various exercises. Additionally, two solar powered greenhouses were installed.

### School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: November 2025

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

### Overall Facility Rate

Year and month of the most recent FIT report: November 2025

Overall Rating	Good
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## 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

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

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

<b>Subject</b>	<b>School 2023– 24</b>	<b>School 2024– 25</b>	<b>District 2023– 24</b>	<b>District 2024– 25</b>	<b>State 2023– 24</b>	<b>State 2024– 25</b>
English Language Arts / Literacy (grades 3-8 and 11)	6%	16%	65%	69%	47%	48%
Mathematics (grades 3-8 and 11)	0%	2%	45%	47%	35%	37%

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

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

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	55	50	90.91%	9.09%	16.00%
Female	21	19	90.48%	9.52%	15.79%
Male	34	31	91.18%	8.82%	16.13%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	12	12	100.00%	0.00%	16.67%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	38	34	89.47%	10.53%	14.71%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91%	9.09%	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	33	30	90.91%	9.09%	16.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	13	86.67%	13.33%	7.69%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	49	89.09%	10.91%	2.04%
Female	21	19	90.48%	9.52%	0.00%
Male	34	30	88.24%	11.76%	3.33%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	12	12	100.00%	0.00%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	38	33	86.84%	13.16%	3.03%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Homeless	11	10	90.91%	9.09%	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	33	30	90.91%	9.09%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	12	80.00%	20.00%	0.00%

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

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

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

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

<b>Subject</b>	<b>School 2023–24</b>	<b>School 2024–25</b>	<b>District 2023–24</b>	<b>District 2024–25</b>	<b>State 2023–24</b>	<b>State 2024–25</b>
Science (grades 5, 8, and high school)	18.18%	5.00%	41.50%	48.66%	30.73%	32.33%

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

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

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

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	30	20	66.67%	33.33%	5.00%
Female	--	--	--	--	--
Male	20	13	65.00%	35.00%	0.00%
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	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	16	10	62.50%	37.50%	--
English Learners	0	0	0%	0%	0%
Foster Youth	--	--	--	--	--
Homeless	11	6	54.55%	45.45%	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	21	11	52.38%	47.62%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

**Career Technical Education (CTE) Programs (School Year 2024–25)**

Independence High School does not have any on-site CTE or ROP (Regional Occupation Program) courses, but students have the ability to participate in ROP courses offered at the district’s comprehensive schools.. 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. In 2024, Independence had 8 students participating and completed the ROP programs across the district.

**Career Technical Education (CTE) Participation (School Year 2024–25)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	23
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	23.5%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

<b>UC/CSU Course Course Measure</b>	<b>Percent</b>
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

**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 2024–25)  
Percentage of Students Participating in each of the five Fitness Components**

<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor and Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2025–26)

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

Student Handbook” to all families regarding important notifications, access to food services and transportation, and other available services. In addition to the above, Independence High School faculty and staff have frequent contact with parents and guardians regarding the academic progress and overall well-being of students. The school has a user-friendly website that provides students, parents, and community with up-to-date school information at their fingertips. Teachers and staff use Aeries gradebook functions to email parents relevant grades updates on students, and also use the USPS to mail students feedback postcards and other mailers out to families. These are either important updates in which student progress concerns are communicated, or student praises that simply recognize the impact positive feedback can have on a student in building encouragement and learning momentum while strengthening family bonds. Parent Square, is the school’s automated calling and emailing system, is also utilized to make important announcements and share relevant information, including notifying parents of special events and involvement opportunities, attendance issues and school emergencies. Independence High School and the local community work well together. The school hosts family-oriented events to celebrate student success throughout the year, including award assemblies, BBQs and breakfasts and special holiday events and back to school nights. We had over 30 parents join us for our 1st responders appreciation bbq this year. Several parents also attended our annual Thanksgiving Feast. Because the parents and families of IHS students are dispersed over a large geographical area, the school has become the common thread that brings the community together.?

### **State Priority: Pupil Engagement**

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

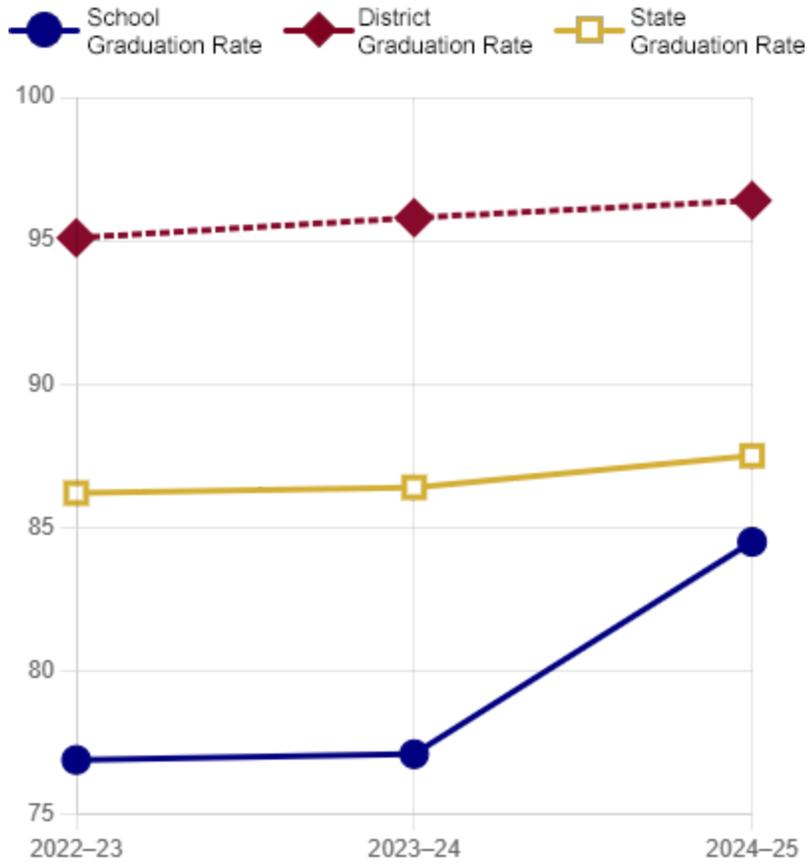
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

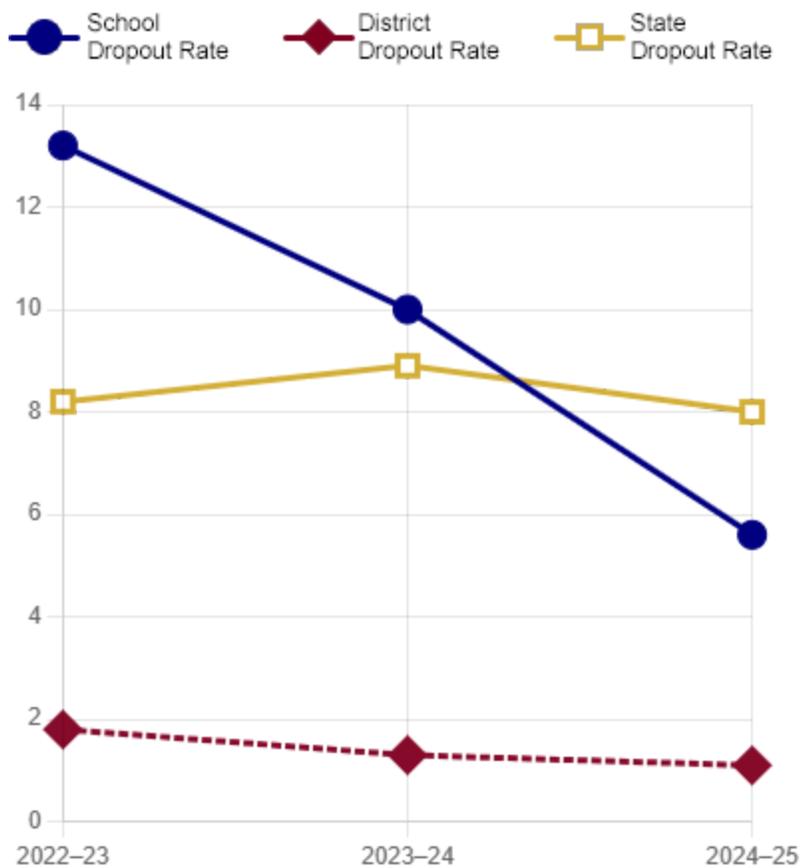
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	76.9%	77.1%	84.5%	95.1%	95.8%	96.4%	86.2%	86.4%	87.5%
Dropout Rate	13.2%	10.0%	5.6%	1.8%	1.3%	1.1%	8.2%	8.9%	8.0%

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

Graduation Rates



### Dropout Rates



### Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	71	60	84.5%
Female	26	22	84.6%
Male	44	37	84.1%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	20	17	85.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	40	34	85.0%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	25	20	80.0%
Socioeconomically Disadvantaged	55	46	83.6%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	22	18	81.8%

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

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

**Chronic Absenteeism by Student Group (School Year 2024–25)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	153	149	129	86.6%
Female	59	58	48	82.8%
Male	93	90	80	88.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	37	34	91.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	11	84.6%
White	94	92	77	83.7%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	35	34	30	88.2%
Socioeconomically Disadvantaged	103	100	90	90.0%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	42	42	36	85.7%

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

## 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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	20.47%	0.00%	17.65%	5.56%	0.00%	4.78%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.65%	1.31%	0.19%	0.18%	0.18%	0.08%	0.07%	0.06%

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

**Suspensions and Expulsions by Student Group (School Year 2024–25)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	17.65%	1.31%
Female	10.17%	0.00%
Male	21.51%	2.15%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	12.82%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	38.46%	15.38%
White	15.96%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	28.57%	2.86%
Socioeconomically Disadvantaged	18.45%	1.94%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	23.81%	2.38%

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

**School Safety Plan (School Year 2025–26)**

The Independence High School campus has one full time principal, 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. Administrators have also been trained on Epi Pen administration. Crisis counseling is available on a daily basis, as well as New Morning Drug and Alcohol counseling offered on Tuesdays as well as weekly group counseling with Sierra Family and Child Services. We also have a therapist or counselor from Sierra Family and Child Services all 5 days of the week. Students with IEPs also receive weekly therapy through ERMS. The Independence High School Safety Action Plan was replaced last year with a comprehensive district wide safety plan with specific details for each site. It is also approved at the site's School Site Council Meeting. 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 principal and counselor have access to this campus surveillance system to support the diminishment of obstacles and interruptions in the educational process, as well as address safety concerns as they arise. The school is enclosed in high-quality wrought iron security fencing, ensuring that outside intruders cannot gain easy access to the interior of the campus, while also enforcing the school's policy that all visitors must check in through the office.

**D. Other SARC information**

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

### Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

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

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	11.00	10		
Mathematics	7.00	10		
Science	8.00	9		
Social Science	10.00	14	2	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	13.00	9	0	0
Mathematics	9.00	8	2	0
Science	10.00	7	0	0
Social Science	9.00	13	3	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.

**Ratio of Pupils to Academic Counselor (School Year 2024–25)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	78.46

\* 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.

**Student Support Services Staff (School Year 2024–25)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	1.30
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other**	0.00

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

\*\* "Other" category is for all other student support services staff positions not listed.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$26204.00	\$7455.00	\$18749.00	\$87709.00
District	N/A	N/A	\$16222.00	\$99463.00
Percent Difference – School Site and District	N/A	N/A	62.00%	-12.00%
State	N/A	N/A	\$11146.18	\$113595.00
Percent Difference – School Site and State	N/A	N/A	68.21%	-30.00%

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

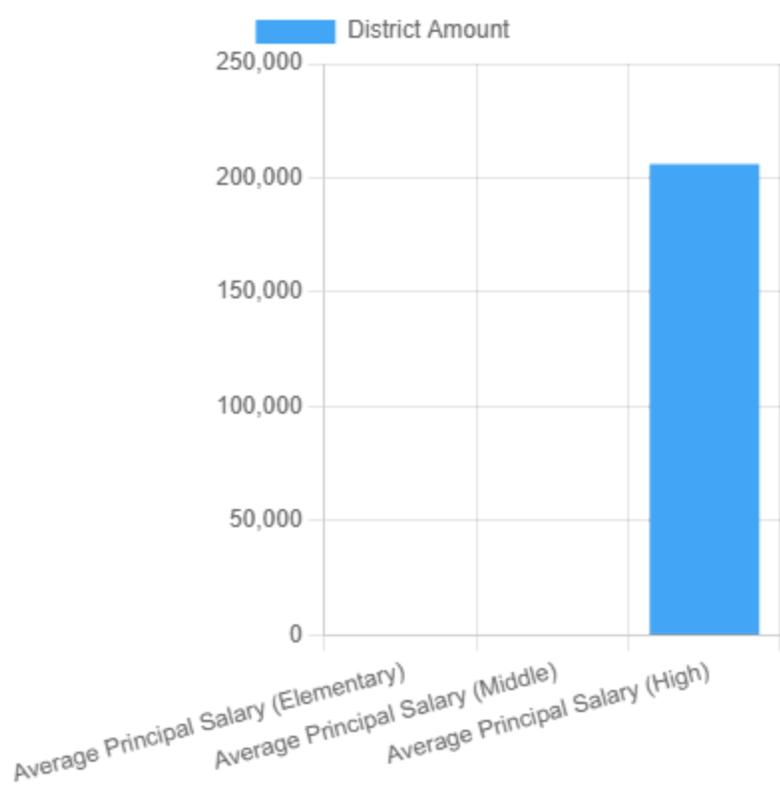
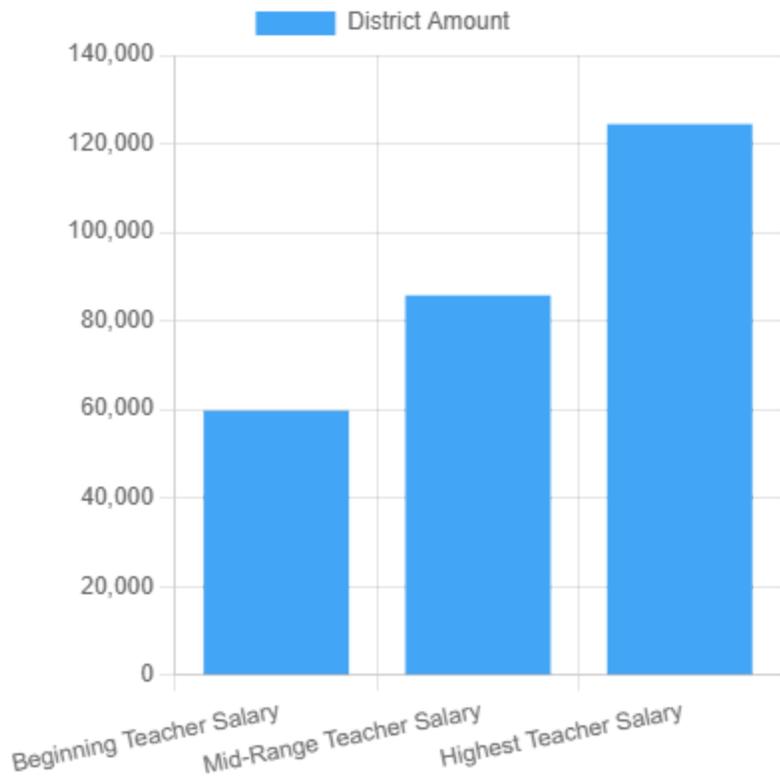
**Types of Services Funded (Fiscal Year 2024–25)**

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. Last year, we implemented a reading strategies course to help our students with lower English skills. We also have one paraprofessional paid out of Title 1 funds to support our students in these courses. We also invest in two living on your own classes which assists students with needed post secondary high school skills in the areas of financial monitoring, food preparation and planning and budgeting. In 2024, Independence High School also implemented Intervention Wednesdays where any student with a non passing grade attends that class to remediate failed or missed assignments/projects and assessments. This has been successful in helping more students recover their learning each quarter.

**Teacher and Administrative Salaries (Fiscal Year 2023–24)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$59731.00	\$67237.98
Mid-Range Teacher Salary	\$85772.00	\$106841.05
Highest Teacher Salary	\$124439.00	\$136880.99
Average Principal Salary (Elementary)	\$0.00	--
Average Principal Salary (Middle)	\$0.00	\$167233.29
Average Principal Salary (High)	\$206051.00	\$193950.22
Superintendent Salary	\$330447.00	\$314303.88
Percent of Budget for Teacher Salaries	28.17%	29.51%
Percent of Budget for Administrative Salaries	5.61%	4.87%

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



**Advanced Placement (AP) Courses (School Year 2024–25)****Percent of Students in AP Courses** 0 %

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

**Professional Development**

<b>Measure</b>	<b>2023– 24</b>	<b>2024– 25</b>	<b>2025– 26</b>
Number of school days dedicated to Staff Development and Continuous Improvement	9	7	5