

Independence Charter Academy

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address: 15350 Riverview Rd.
Helendale, CA , 92342

Principal: Dr. Chantell Butler, Principal

Phone: (760) 952-1760

Grade Span: K-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/>.

About This School

Dr. Chantell Butler, Principal

📍 Principal, Independence Charter Academy

At Independence Charter Academy (ICA) we are committed to empowering students to take charge of their learning journey through our flexible and personalized virtual independent study program. At ICA, we believe in fostering a supportive, innovative, and inclusive learning environment that prepares students for success in college, career, and beyond.

Our core values—integrity, academic excellence, connection, commitment, and accountability—guide everything we do. Utilizing digital platforms, such as Stride for grades K-5 and Edmentum for grades 6-12, we ensure that every student has access to standards based curriculum and targeted academic support. Through interventions, engagement opportunities, and a focus on continuous improvement, we are dedicated to helping students achieve their personal and academic goals.

In addition to academics, ICA values community connection. We provide opportunities for students and families to engage in virtual and in-person activities, such as book clubs, paint nights, and School Site Council, fostering a sense of belonging in our unique virtual setting.

At ICA, we are driven by a mission to build futures and provide students with the tools, skills, and confidence needed to thrive in an ever-changing world. Thank you for taking the time to learn more about our program and commitment to excellence in education.

About Our School

Principal

Dr. Chantell Butler

Contact

Independence Charter Academy
15350 Riverview Rd.
Helendale, CA 92342

Phone: [\(760\) 952-1760](tel:(760)952-1760)

Email: cbutler@helendalesd.com

Contact Information (School Year 2024–25)

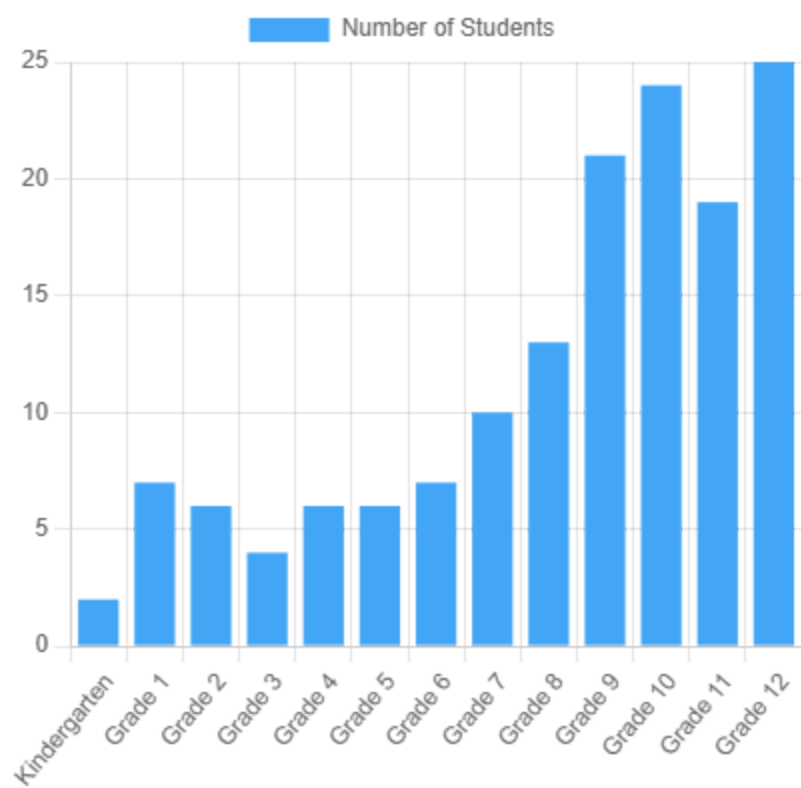
District Contact Information (School Year 2024–25)	
District Name	Helendale Elementary
Phone Number	(760) 952-1180
Superintendent	Espinoza, Cindy
Email Address	cespinoza@helendalesd.com
Website	www.helendalesd.org
School Contact Information (School Year 2024–25)	
School Name	Independence Charter Academy
Street	15350 Riverview Rd.
City, State, Zip	Helendale, CA , 92342
Phone Number	(760) 952-1760
Principal	Dr. Chantell Butler, Principal
Email Address	cbutler@helendalesd.com
Website	independencecharteracademy.com
Grade Span	K-12
County-District-School (CDS) Code	36677360130948

School Description and Mission Statement (School Year 2024–25)

<p>Independence Charter Academy (ICA) is a fully virtual, K-12 independent study program dedicated to providing flexible, personalized education to meet the diverse needs of our students. Our program leverages digital platforms, including Stride for grades K-5 and Edmentum for grades 6-12, ensuring students have access to high-quality curriculum tailored to their academic goals. ICA fosters a supportive and innovative learning environment, encouraging students to take ownership of their education while offering opportunities for in-person social events and engagement.</p> <p>Our goals center on academic excellence, student growth, and preparing students for success in college, career, and beyond. Through targeted interventions, a strong focus on building futures, and collaboration with families, ICA is committed to improving student outcomes, including proficiency in math, English language arts, and language development. We strive to cultivate a sense of community in our virtual setting while providing the flexibility and support students need to thrive.</p> <p>ICA's Vision:</p> <p>We inspire our students to think critically, collaborate effectively, communicate successfully, solve problems efficiently, and integrate useful technology into their lives. We uphold the core values of accountability, integrity, achievement, connection and commitment in all that we do. We value each student's growth, achievements, challenges, and successes.</p> <p>Our Core Values:</p>

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	2
Grade 1	7
Grade 2	6
Grade 3	4
Grade 4	6
Grade 5	6
Grade 6	7
Grade 7	10
Grade 8	13
Grade 9	21
Grade 10	24
Grade 11	19
Grade 12	25
Total Enrollment	150



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	40.00%	English Learners	5.30%
Male	60.00%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	18.70%
American Indian or Alaska Native	2.00%	Migrant	0.00%
Asian	2.00%	Socioeconomically Disadvantaged	72.00%
Black or African American	4.70%	Students with Disabilities	16.00%
Filipino	0.70%		
Hispanic or Latino	46.70%		
Native Hawaiian or Pacific Islander	0.70%		
Two or More Races	2.70%		
White	39.30%		

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 2020–21)

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)	3.60	37.13%	203.20	73.41%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.36%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.70	18.26%	4.10	1.51%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.30	44.41%	64.60	23.34%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	3.80	1.38%	18854.30	6.86%
Total Teaching Positions	9.70	100.00%	276.80	100.00%	274759.10	100.00%

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

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)	1.70	26.76%	239.90	73.92%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.00	0.92%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.50	71.52%	9.50	2.94%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	67.50	20.82%	11953.10	4.28%
Unknown/Incomplete/NA	0.10	1.72%	4.50	1.39%	15831.90	5.67%
Total Teaching Positions	6.30	100.00%	324.50	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)	2.90	40.83%	262.30	80.17%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	6.00	1.83%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	13.61%	2.10	0.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	42.64%	53.60	16.38%	11746.90	4.23%
Unknown/Incomplete/NA	0.20	2.78%	3.10	0.95%	14303.80	5.15%
Total Teaching Positions	7.20	100.00%	327.30	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.

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	1.70	4.50	0.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.70	4.50	0.9

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	4.30	0.00	3
Total Out-of-Field Teachers	4.30	0.00	3

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	27.20%	79.5%	12.8%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	25.90%	0%	0%

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 2024–25)

Independence Charter Academy is a fully virtual, independent study program. Students in grades K-5 access their curriculum through Stride, while students in grades 6-12 utilize Edmentum. All instructional materials are delivered digitally, ensuring accessibility and flexibility for our online learning community.

Year and month in which the data were collected: September 2024

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	K-5 Stride 6-12 Edmentum	0
Mathematics	K-5 Stride 6-12 Edmentum	0
Science	K-5 Stride 6-12 Edmentum	0
History-Social Science	K-5 Stride 6-12 Edmentum	0
Foreign Language	9-12 Edmentum	0
Health	9-12 Edmentum	0
Visual and Performing Arts	9-12 Edmentum	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

SBCSS conducted the Williams visit September 2024. No extreme deficiencies to report. The following good repair deficiencies were observed: Section 9 Sinks/Fountains-Sink/fountain damaged. Section 10 Fire Safety-Fire extinguisher not properly mounted, Plug in Air Fresheners found in classrooms. (Both of these items were corrected during the visit) Section 14 Playground/School Grounds-Significant cracks, trip hazards, holes or deterioration. All items have been repaired as needed. Black top repair took place in December 2024. The SARC review for 2024-2025 fiscal year began October 1, 2024 and will conclude December 31, 2024.

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: February 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Mice issue in Room 9. Working on eradication of mice.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Room 7 roof leaking. Working on getting the roof repaired.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Parking lot in need of repair.

Overall Facility Rate

Year and month of the most recent FIT report: February 2024

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	30%	37%	47%	46%	46%	47%
Mathematics (grades 3-8 and 11)	10%	14%	32%	33%	34%	35%

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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	60	86.96%	13.04%	37.29%
Female	29	26	89.66%	10.34%	52.00%
Male	40	34	85.00%	15.00%	26.47%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	39	34	87.18%	12.82%	33.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	20	16	80.00%	20.00%	50.00%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	54	46	85.19%	14.81%	28.89%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	9	75.00%	25.00%	--

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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	57	82.61%	17.39%	14.04%
Female	29	24	82.76%	17.24%	12.50%
Male	40	33	82.50%	17.50%	15.15%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	39	32	82.05%	17.95%	12.50%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	20	16	80.00%	20.00%	18.75%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	54	44	81.48%	18.52%	11.36%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	8	66.67%	33.33%	--

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

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	9.46%	11.32%	21.94%	30.15%	30.29%	30.73%

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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	53	84.13%	15.87%	11.32%
Female	28	22	78.57%	21.43%	9.09%
Male	35	31	88.57%	11.43%	12.90%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	32	88.89%	11.11%	12.50%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	15	12	80.00%	20.00%	8.33%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	12	9	75.00%	25.00%	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	50	43	86.00%	14.00%	9.30%
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 2023–24)

Independence Charter Academy is a K-12 independent study program. Currently, we do not offer Career Technical Education (CTE) courses due to having fewer than 100 high school students and no staff members certified to teach these courses. However, we continue to explore opportunities to expand our program offerings as our student population grows and staffing resources allow.

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Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	3.85%

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 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Data was not properly stored during the 2023-2024 school year and is not available for 9th grade students. There were not enough 5th and 7th grade students to report.

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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Note: The admistration 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 2024–25)

Independence Charter Academy encourages parental involvement through a variety of opportunities designed to engage families in our school community. Parents can participate in the School Site Council (SSC), which plays a vital role in school decision-making. Additionally, we host social events both in-person and virtually, including a book club and paint nights, providing opportunities for parents to connect and engage with one another. For more information about these activities or to get involved, please contact the school office.

State Priority: Pupil Engagement

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

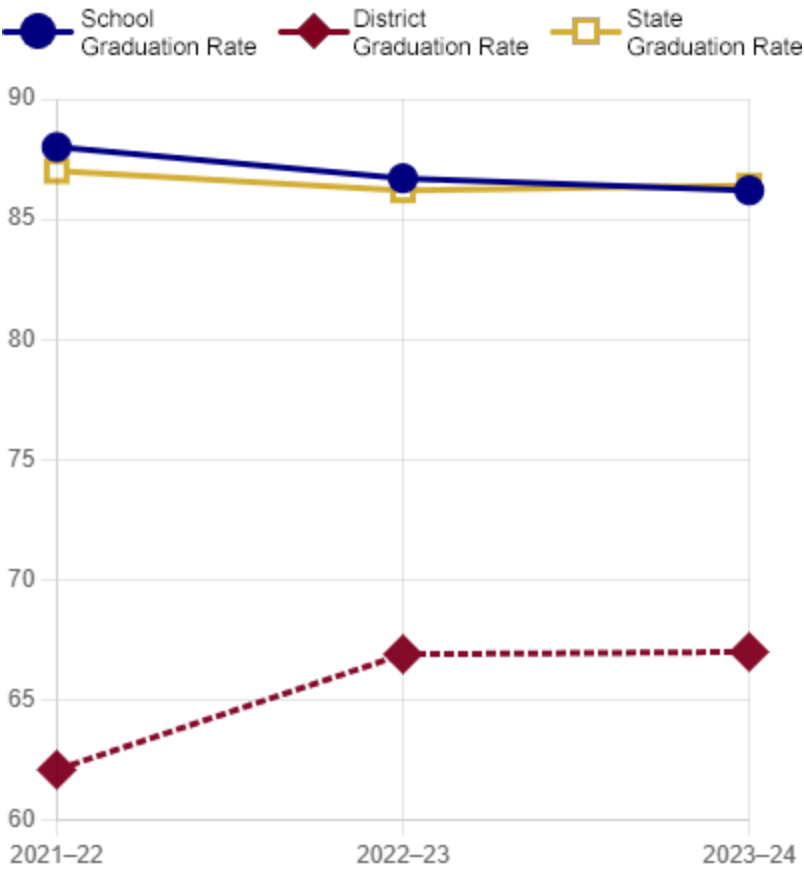
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

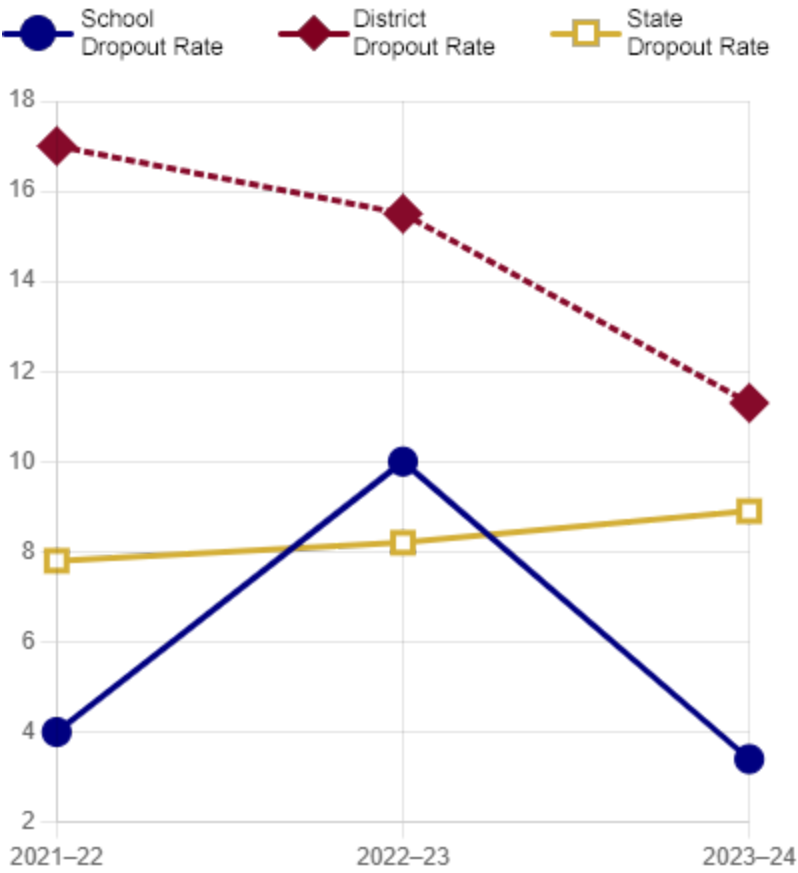
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	88.0%	86.7%	86.2%	62.1%	66.9%	67.0%	87.0%	86.2%	86.4%
Dropout Rate	4.0%	10.0%	3.4%	17.0%	15.5%	11.3%	7.8%	8.2%	8.9%

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 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	29	25	86.2%
Female	13	13	100.0%
Male	16	12	75.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	12	11	91.7%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	12	10	83.3%
Socioeconomically Disadvantaged	27	23	85.2%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	190	179	11	6.1%
Female	83	75	3	4.0%
Male	107	104	8	7.7%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	11	11	1	9.1%
Filipino	--	--	--	--
Hispanic or Latino	89	88	9	10.2%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	73	64	1	1.6%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	30	30	2	6.7%
Socioeconomically Disadvantaged	145	136	11	8.1%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	37	37	4	10.8%

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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.00%	0.00%	0.00%	0.93%	0.91%	0.64%	0.00%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.00%	0.00%	0.08%	0.07%

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 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

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 2024–25)

ICA's School Site Council adopted the school safety plan for the 2025-26 on January 23, 2025.

Since ICA operates primarily as a virtual school but offers opportunities for students to be on campus at times, the team emphasized the importance of reviewing various emergency drills. This ensures that all staff are prepared to respond effectively when students are on campus, should an emergency occur.

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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	10.00	1		
1	6.00	1		
2	13.00	1		
3	12.00	1		
4	11.00	1		
5	11.00	1		
6	10.00	1		
Other**				

* 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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	8.00	1	0	0
1	8.00	1	0	0
2	3.00	1	0	0
3	3.00	1	0	0
4	4.00	1	0	0
5	5.00	1	0	0
6	11.00	1	0	0
Other**		2	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)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00			
1	6.00			
2	5.00			
3	3.00			
4	5.00			
5	5.00			
6	5.00			
Other**				

* 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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	2	3	1
Mathematics	25.00	2	3	1
Science	25.00	2	3	1
Social Science	25.00	2	3	1

* 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 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	5	1	0
Mathematics	18.00	5	1	0
Science	18.00	5	1	0
Social Science	18.00	5	1	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)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14.00	5	1	0
Mathematics	14.00	5	1	0
Science	14.00	5	1	0
Social Science	14.00	5	1	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 2023–24)

Title	Ratio
Pupils to Academic Counselor*	152

* 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 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.40
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.30
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.40

* 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 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6632.43	\$964.58	\$5667.85	\$77243.88
District	N/A	N/A	\$8838.92	\$93452.00
Percent Difference – School Site and District	N/A	N/A	43.71%	18.99%
State	N/A	N/A	\$10770.62	\$94129.00
Percent Difference – School Site and State	N/A	N/A	62.08%	19.70%

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

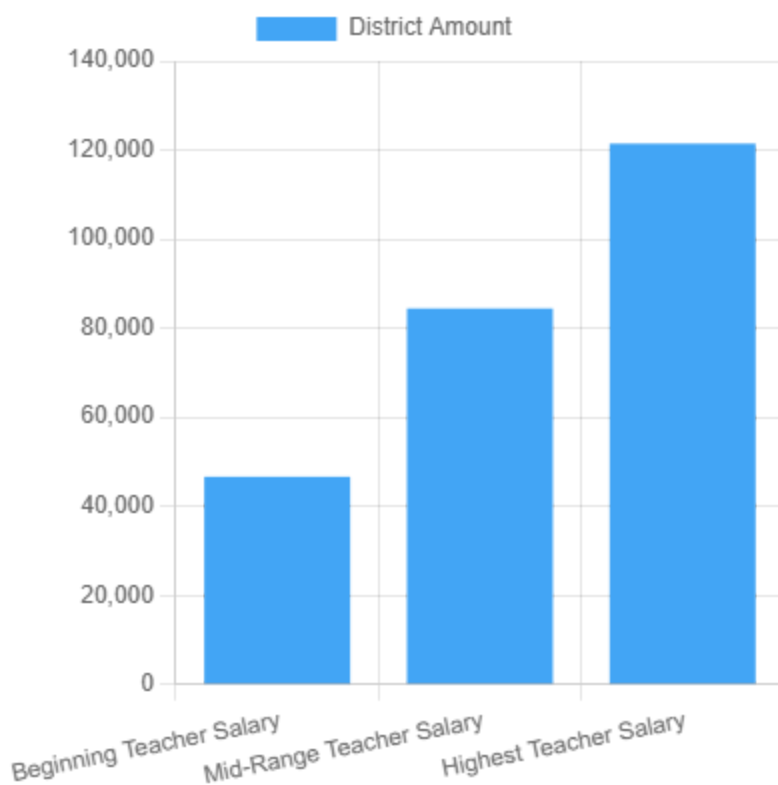
Types of Services Funded (Fiscal Year 2023–24)

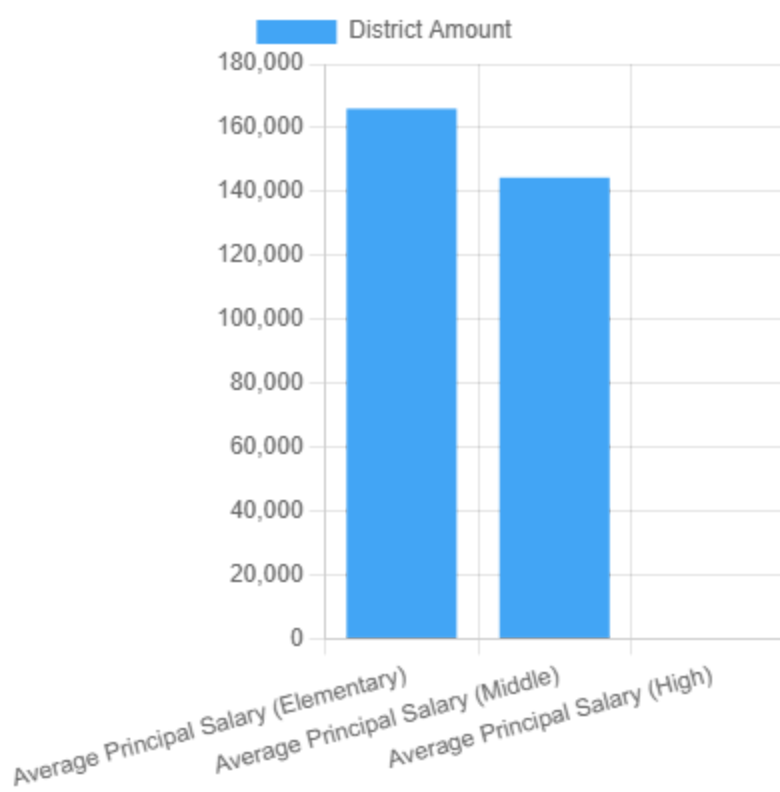
ICA prioritizes expenditures on staff retention and development, curriculum, technology, software, and the social-emotional health of their students and staff.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46656.00	\$57838.62
Mid-Range Teacher Salary	\$84433.00	\$90040.10
Highest Teacher Salary	\$121452.00	\$118647.40
Average Principal Salary (Elementary)	\$166001.00	\$144638.98
Average Principal Salary (Middle)	\$144418.00	\$148269.55
Average Principal Salary (High)	\$0.00	\$161275.33
Superintendent Salary	\$244083.00	\$229985.85
Percent of Budget for Teacher Salaries	30.87%	30.79%
Percent of Budget for Administrative Salaries	8.17%	5.71%

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 2023–24)

Percent of Students in AP Courses 2.3 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	2
Social Science	1
Total AP Courses Offered*	3

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

Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	11