

Independence Charter Academy

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



**INDEPENDENCE
CHARTER ACADEMY**



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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/>.

2025-26 School Contact Information

School Name	Independence Charter Academy
Street	15350 Riverview Rd.
City, State, Zip	Helendale, Ca, 92342
Phone Number	(760) 952-1760
Principal	Christopher Ontiveros
Email Address	contiveros@helendalesd.com
School Website	www.helendalesd.com/cms/one.aspx?portalid54372&pageid384056
Grade Span	K-12
County-District-School (CDS) Code	36677360130948

2025-26 District Contact Information

District Name	Independence Charter Academy
Phone Number	(760) 952-1180
Superintendent	Dr. William Laird
Email Address	wlaird@helendalesd.com
District Website	www.helendalesd.org

2025-26 School Description and Mission Statement

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 Pearson online 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.

2025-26 School Description and Mission Statement

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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	2
Grade 1	2
Grade 2	7
Grade 3	6
Grade 4	2
Grade 5	6
Grade 6	4
Grade 7	12
Grade 8	9
Grade 9	9
Grade 10	16
Grade 11	20
Grade 12	23
Total Enrollment	118

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.8
Male	60.2
American Indian or Alaska Native	3.4
Black or African American	7.6
Filipino	0.8
Hispanic or Latino	53.4
Native Hawaiian or Pacific Islander	0.8
Two or More Races	3.4
White	30.5
English Learners	5.9
Homeless	17.8
Socioeconomically Disadvantaged	61.9
Students with Disabilities	17.8

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.7	26.76	239.9	73.92	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3	0.92	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.5	71.52	9.5	2.94	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	67.5	20.82	11953.1	4.28
Unknown/Incomplete/NA	0.1	1.72	4.5	1.39	15831.9	5.67
Total Teaching Positions	6.3	100	324.5	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.9	40.83	262.3	80.17	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	1.83	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	13.61	2.1	0.66	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3	42.64	53.6	16.38	11746.9	4.23
Unknown/Incomplete/NA	0.2	2.78	3.1	0.95	14303.8	5.15
Total Teaching Positions	7.2	100	327.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.6	42.77	290.1	83.31	230039.4	100
Intern Credential Holders Properly Assigned	0	0	6	1.72	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.8	1.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.6	57.23	44.1	12.67	12112.8	4.34
Unknown/Incomplete/NA	0	0	4.1	1.19	13705.8	4.91
Total Teaching Positions	6.2	100	348.3	100	278927.1	100

Note: The data in this table is based on 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	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	4.50	0.9	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.50	0.9	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	3	3.6
Total Out-of-Field Teachers	0.00	3	3.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	79.5	12.8	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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	K-5 Pearson 6-12 Edmentum	0
Mathematics	K-5 Pearson 6-12 Edmentum	0
Science	K-5 Pearson 6-12 Edmentum	0
History-Social Science	K-5 Pearson 6-12 Edmentum	0
Foreign Language	K-5 Pearson 6-12 Edmentum	0
Health	K-5 Pearson 6-12 Edmentum	0
Visual and Performing Arts	K-5 Pearson 6-12 Edmentum	0
Science Laboratory Equipment (grades 9-12)	NA	0

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

School Facility Conditions and Planned Improvements

ICA site facility is in Exemplary condition according to the latest FIT report conducted in August 2025.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				August 2025
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repair needed at this time.
Interior: Interior Surfaces	X			No repair needed at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No repair needed at this time.
Electrical	X			No repair needed at this time.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No repair needed at this time.
Safety: Fire Safety, Hazardous Materials	X			No repair needed at this time.
Structural: Structural Damage, Roofs	X			No repair needed at this time.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repair needed at this time.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	37	23	46	47	47	48
Mathematics (grades 3-8 and 11)	14	13	33	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	68	65	95.59	4.41	23.44
Female	30	28	93.33	6.67	32.14
Male	38	37	97.37	2.63	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	34	97.14	2.86	29.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	23	22	95.65	4.35	22.73
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	8.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	46	93.88	6.12	21.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	18.18

2024-25 CAASPP Test Results in Math by Student Group

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

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	68	64	94.12	5.88	12.50
Female	30	28	93.33	6.67	7.14
Male	38	36	94.74	5.26	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	34	97.14	2.86	8.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	23	22	95.65	4.35	18.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	25.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	46	93.88	6.12	15.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	18.18

CAASPP Test Results in Science for All Students

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

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.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	11.32	15	30.15	27.91	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	57	96.61	3.39	19.30
Female	26	25	96.15	3.85	28.00
Male	33	32	96.97	3.03	12.50
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	29	28	96.55	3.45	17.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	21.05
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	14	13	92.86	7.14	30.77
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	39	95.12	4.88	17.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

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

2024-25 Career Technical Education (CTE) Participation

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	--

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	13.64

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	85.7	--	85.7	85.7	85.7

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.

2025-26 Opportunities for Parental Involvement

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 (in the recruitment stage), which plays a vital role in school decision-making. Additionally, we host social events both in-person and virtually, including student awards nights, which provide 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.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)									
Indicator	School 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
Dropout Rate	10	3.4	13	15.5	11.3	17	8.2	8.9	8
Graduation Rate	86.7	86.2	78.3	66.9	67	66.4	86.2	86.4	87.5

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

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	23	18	78.3
Female	--	--	--
Male	13	12	92.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	18	13	72.2
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 selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	187	174	45	25.9
Female	82	76	22	28.9
Male	105	98	23	23.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	15	14	6	42.9
Filipino	--	--	--	--
Hispanic or Latino	93	89	25	28.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	63	56	13	23.2
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	31	30	5	16.7
Socioeconomically Disadvantaged	145	135	36	26.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	29	25	9	36.0

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.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
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
0	0	0	0.91	0.64	0.44	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
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
0	0	0	0	0	0	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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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.

2025-26 School Safety Plan

Every school in the Helendale School District will provide a safe environment that is conducive to learning. Helendale School District administration, staff and parents will create schools in which students will attend regularly and be safe from both physical and mental harm.

Independence Charter Academy (ICA) maintains a Comprehensive School Safety Plan (CSSP) designed to ensure a safe, secure, and supportive learning environment for all students, staff, and visitors. The CSSP was most recently reviewed and updated during the 2024–25 school year and was discussed with school faculty and a parent representative as part of the annual review process. The plan was reviewed and approved by the School Site Council and subsequently approved by the Helendale School District Board of Education on February 11, 2026.

The CSSP includes comprehensive procedures and protocols addressing emergency preparedness, disaster response, and campus safety tailored to ICA's independent study program model. Key elements of the plan include evacuation and lockdown procedures, coordination with local law enforcement and emergency responders, staff training and regular safety drills, and supervision plans designed to maintain student safety during on-site appointments, resource center hours, and school activities. The plan provides clear guidance and direction to administrators, teachers, and staff with Emergency Management Responsibilities (EMR), ensuring coordinated response protocols during any emergency incident involving ICA facilities. The plan also incorporates behavioral expectations and supports, including Positive Behavioral Interventions and Supports (PBIS), to promote a positive school climate and support student success in the independent study environment.

Independence Charter Academy recognizes that creating a safe learning environment requires collaboration among administration, staff, parents, and community partners. As a charter school serving students through independent study, ICA is committed to maintaining safe facilities for both scheduled student appointments and staff operations, while fostering an educational environment that supports regular engagement and protects students from physical and mental harm. The Comprehensive School Safety Plan is reviewed annually and updated as needed to reflect changes in program needs, emerging best practices, or legal requirements. Independence Charter Academy remains dedicated to continuous improvement in school safety through staff collaboration, parent input, and coordination with district leadership. Copies of the CSSP are available for review upon request, consistent with applicable public access guidelines.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	1	0	0
1	8	1	0	0
2	3	1	0	0
3	3	1	0	0
4	4	1	0	0
5	5	1	0	0
6	11	1	0	0
Other			0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	4	7		
Other	25		1	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	5	1	0
Mathematics	18	5	1	0
Science	18	5	1	0
Social Science	18	5	1	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	5	1	0
Mathematics	14	5	1	0
Science	14	5	1	0
Social Science	14	5	1	0

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	9		
Mathematics	9	9		
Science	11	8		
Social Science	11	8	1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17173.00	\$3327.00	\$13845.00	\$86580.00
District	N/A	N/A	\$11000.16	\$80913.00
Percent Difference - School Site and District	N/A	N/A	22.9	6.8
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	21.6	-14.5

Fiscal Year 2024-25 Types of Services Funded

The types of services funded include certificated and classified salaries, counseling services, multi tier system of supports (MTSS), student success teams (SST), social and emotional supports such as Panorama platform is used for universal screenings and CareSolace, Selpa support, tutoring, and instructional aides in classrooms, custodial, maintenance and grounds plus technology services and support.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,855	\$61,516
Mid-Range Teacher Salary	\$92,032	\$95,479
Highest Teacher Salary	\$132,386	\$125,208
Average Principal Salary (Elementary)	\$186,368	\$152,668
Average Principal Salary (Middle)	\$160,564	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$217,999	\$242,781
Percent of Budget for Teacher Salaries	28.6%	29.76%
Percent of Budget for Administrative Salaries	6.73%	5.74%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

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

Professional Development

Throughout the 2024–25 school year, Independence Charter Academy delivered continuous professional development aimed at enhancing instructional quality and fostering ongoing improvement. These opportunities were carefully aligned with state academic standards, charter school mandates, district priorities, and identified student needs, with a special emphasis on advancing English language arts and mathematics teaching. Educators engaged in diverse professional learning activities, including site-based workshops, district-led training sessions, and county-sponsored seminars, all focused on refining instructional methods and boosting student achievement.

This year’s specific training sessions covered clerical systems, online curriculum, assessment strategies, and health and safety

Professional Development

protocols.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	11	6