

Independence Charter Academy

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Independence Charter Academy
Street	15350 Riverview Rd.
City, State, Zip	Helendale, Ca, 92342
Phone Number	760-952-1760
Principal	Dr. Michael Esposito
E-mail Address	Mesposito@helendalesd.com
Web Site	http://independencecharteracademy.com
CDS Code	36677360130948

District Contact Information	
District Name	Helendale School District
Phone Number	(760) 952-1180
Superintendent	Ross Swearingen
E-mail Address	rswearingen@helendalesd.com
Web Site	www.helendalesd.com

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

Independence Charter Academy is a parent choice school where the community is the classroom. Our mission is to provide a rigorous education to all students within a caring, active educational environment aligned to state standards, based on high quality research-based teaching methods, and supported by public and private sector partnerships. Independence Charter Academy is a free K-12 public charter school that offers a range of educational opportunities to help each student achieve his or her life and career goals through a personalized learning instruction model. We empower our parents to play a significant role in their students' education thereby enabling us, the parent-student teacher team, to tailor a personalized learning plan for each student based on their learning style, interests, and needs.

School Description/Mission Statement

The mission of the Independence Charter Academy, in conjunction with parental and community support, is to develop all students to the fullest of their potential while educating our students to accomplish their highest level of academic accomplishment and develop a positive self-esteem. The staff at the Independence Charter Academy will provide a dynamic educational system centered around student achievement, integrity, character development and the lifelong learning. Independence Charter Academy is committed to focusing on high expectations and individual academic success and to creating a community of respect and responsibility to enable all students to become caring, contributing citizens who can succeed in our diverse world.

School Goals

1. Strengthen and expand the "complete student" concept of education including leadership, citizenship, personal and interpersonal development.
2. Develop and maintain instructional curriculum, that continuously responds to the movements and difficulties of occupations, higher education and the military.
3. Offer the incentives that motivate students to stay in school, develop self-discipline, and develop into self-reliant and useful citizens.
4. Serve a diverse learning community, without discrimination.
5. Assess and encompass our standards of excellence in the classroom, instruction, and activities.
6. Provide leadership and cultivate a strong partnership with parents, the community, and businesses.
7. Deliver direction, contact, and counseling for students, to make decisions regarding their goals.

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

Grade Level	Number of Students
Kindergarten	9
Grade 1	9
Grade 2	10
Grade 3	6
Grade 4	15
Grade 5	13
Grade 6	19
Grade 7	20
Grade 8	12
Grade 9	17
Grade 10	23
Grade 11	22
Grade 12	11
Total Enrollment	186

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	7.5
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	0
White	30.1
Two or More Races	2.2
Socioeconomically Disadvantaged	69.4
English Learners	4.3
Students with Disabilities	8.6
Foster Youth	1.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	8	8	54
Without Full Credential	0	1	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: December 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Elementary: McGraw Hill Wonders ELA/ELD - Adopted: 2016 Middle School: Glencoe/McGraw Hill - Adopted: 2009 High School: Glencoe/McGraw Hill - Adopted: 2010 Hol - Adopted: 2010	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Elementary: Houghton Mifflin Harcourt (HMH) GO Math - Adopted: 2015 Middle School: Glencoe/McGraw Hill - Adopted: 2007 High School: Algebra 1 - Glencoe/McGraw Hill - Adopted: 2008 Algebra 1 - Glencoe - Adopted: 2003 Geometry - Glencoe - Adopted: 2008 Mathematics - Houghton Mifflin - Adopted: 2006 Calculus- Houghton Mifflin Harcourt, Adopted: 2010 Math- GoMath, Houghton Mifflin Harcourt. Adopted: 2015	Yes	0
Science	Elementary: MacMillan/ McGraw Hill - Adopted: 2008 Middle School: Prentice Hall - Adopted: 2008 High School: Science - Addison Wesley Prentice Hall Adopted: 2007 Science - Glencoe - Adopted: 2007 Science - Harcourt Brace - Adopted: 2008 Science - MacMillan/ McGraw Hill - Adopted: 2007 Physical Science - Holt - Adopted: 2007	Yes	0
History-Social Science	Elementary: Scott Foresman - Adopted: 2007 Middle School: Holt, Rinehart & Winston - Adopted: 2005 High School: History/Social Science - Holt, Rinehart & Winston - Adopted: 2006 Economics - Prentice Hall - Adopted: 2006	Yes	0
Foreign Language	High School: Foreign Language - McDougal Littell - Adopted: 2004	Yes	0
Science Laboratory Equipment (grades 9-12)	The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Helendale School District takes great pride and effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Independence Charter Academy's original facilities were built in the 1950's and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. Independence Charter Academy facilities are routinely inspected by the facilities and maintenance departments.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

One part time day custodian, grounds/maintenance staff member and one part time evening custodian are assigned to Independence Charter Academy. The evening custodian is responsible for:

- Restroom cleaning
- Trash removal
- Classroom cleaning
- Common use area cleaning
- Office area cleaning

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 26, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 26, 2017				
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	19	28	40	37	48	48
Mathematics (grades 3-8 and 11)	5	8	24	24	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	122	99.19	27.87
Male	71	70	98.59	24.29
Female	52	52	100	32.69
Black or African American	11	10	90.91	10
Hispanic or Latino	66	66	100	24.24
White	43	43	100	39.53
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	82	82	100	23.17
English Learners	--	--	--	--
Students with Disabilities	16	15	93.75	0
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	122	99.19	8.2
Male	71	70	98.59	11.43
Female	52	52	100	3.85
Black or African American	11	10	90.91	0
Hispanic or Latino	66	66	100	6.06
White	43	43	100	13.95
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	82	82	100	4.88
English Learners	--	--	--	--
Students with Disabilities	16	15	93.75	6.67
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	22	51	38	56	54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Career Technical Education Programs (School Year 2016-17)

Independence Charter Academy is in the process of implementing Career Technical Educational Programs for the 2018-2019 academic year. The courses implemented will focus on the career preparation for the students enrolled and will include the most recent curriculum and CTE certificated teachers.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	14
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	39.25
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25	50	8.3
7	22.7	31.8	18.2
9	21.7	39.1	13

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement**State Priority: Parental Involvement**

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged to become involved in their child's learning environment either by volunteering, participating in a decision-making group, or attending school events. Independence Charter Academy encourages involvement with our parents to improve student achievement, reduce absenteeism, and reinstates parents' confidence in their children's education and school. The parents of the students of Independence Charter Academy partake in academic conferences with their student's teachers multiple times throughout the school year, and encompass themselves in various extracurricular functions.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate		22.2	15.4		10.7	3.7	11.5	10.7	9.7
Graduation Rate		61.11	76.92		83.93	94.44	80.95	82.27	83.77

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

Group	Graduating Class of 2016		
	School	District	State
All Students	100	27.99	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	100	33.33	80.17
Asian	0	100	94.42
Filipino	0	100	93.76
Hispanic or Latino	100	15.47	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	60.94	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	100	17.92	85.45
English Learners	0	3.33	55.44
Students with Disabilities	0	28.57	63.9
Foster Youth	0	0	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.0	1.1	1.0	0.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Comprehensive School Site Safety Plan was developed for Independence Charter Academy School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Independence Charter Academy's school safety plan was reviewed, updated, and discussed with school staff in February 2017 and revised in July 2017 for the 2017-2018 school year.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	4	13			8	10			12	9	1	
Mathematics	3	11			7	8			11	9	1	
Science	3	7			8	6			17	4	1	
Social Science	4	8			6	8			16	4	2	

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.4	58
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,850	\$280	\$6,570	\$95,330
District	N/A	N/A	\$8,840	\$72,959
Percent Difference: School Site and District	N/A	N/A	-29.5	26.6
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	-0.1	42.5

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

Types of Services Funded (Fiscal Year 2016-17)

Independence Charter Academy offers numerous services for the variety of students who attend the school. Students are encouraged to take required courses if they plan on attending a four-year college or university. The school is the process of increasing course offerings that comply with the A-G requirements for the UC/CSU systems. Additionally, students in grades nine through twelve receive counseling from the Director regarding career paths and courses of study. During their freshman year, students meet with the Director to discuss their four year plan. The Director meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. The school offers teachers designated to assist English Learners, as needed. Teachers collaborate in SST s or IEPs to assess students' performances w ho require additional services. Additional servicing may be provided by the school's RSP teacher or provided through SELPA and/or San Bernardino County Services.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,617	\$42,598
Mid-Range Teacher Salary	\$66,264	\$62,232
Highest Teacher Salary	\$95,321	\$80,964
Average Principal Salary (Elementary)	\$99,003	\$102,366
Average Principal Salary (Middle)	\$97,632	\$104,982
Average Principal Salary (High)		
Superintendent Salary	\$173,897	\$117,868
Percent of Budget for Teacher Salaries	38%	32%
Percent of Budget for Administrative Salaries	8%	7%

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

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

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

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

Decisions concerning the selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Independence Charter Academy supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curriculum.