

Independence Charter Academy

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address: 15350 Riverview Rd. PO Box 249
Helendale, CA , 92342

Principal: Michael Esposito

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 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.

About This School

Michael Esposito

📍 Principal, Independence Charter Academy

About Our School

Contact

Independence Charter Academy
15350 Riverview Rd. PO Box 249
Helendale, CA 92342

Phone: (760) 952-1760

Email: mesposito@helendalesd.com

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Helendale Elementary
Phone Number	7609521180
Superintendent	Swearingen, Ross
Email Address	rswearingen@helendalesd.com
Website	www.helendalesd.com/cms/one.aspx?portalid54372&pageid384056

School Contact Information (School Year 2022–23)

School Name	Independence Charter Academy
Street	15350 Riverview Rd. PO Box 249
City, State, Zip	Helendale, CA , 92342
Phone Number	(760) 952-1760
Principal	Michael Esposito
Email Address	mesposito@helendalesd.com
Website	https://independencecharteracademy.com/
County-District-School (CDS) Code	36677360130948

Last updated: 1/30/23

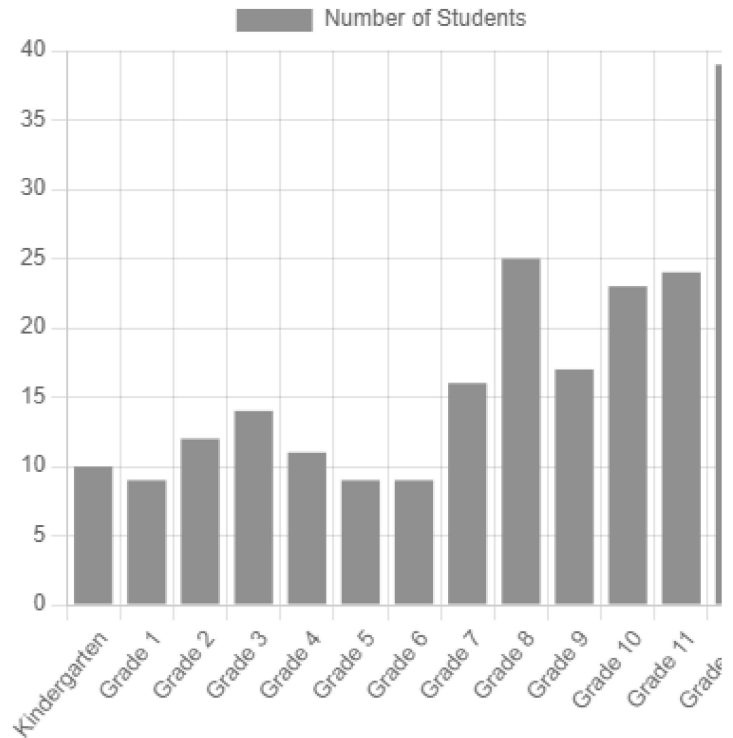
School Description and Mission Statement (School Year 2022–23)

?We provide an alternative school environment that prepares students of all grade levels for excellence. Our teachers and staff work closely with TK-12 students to instill strong values and develop the qualities that will prepare them for real-world success.?

Last updated: 1/30/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	10
Grade 1	9
Grade 2	12
Grade 3	14
Grade 4	11
Grade 5	9
Grade 6	9
Grade 7	16
Grade 8	25
Grade 9	17
Grade 10	23
Grade 11	24
Grade 12	39
Total Enrollment	218



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/30/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	41.70%
Male	58.30%
Non-Binary	0.00%
American Indian or Alaska Native	2.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	6.00%
Foster Youth	5.50%
Homeless	26.10%
Migrant	0.00%
Socioeconomically	70.20%

Student Group	Percent of Total Enrollment
Asian	0.00%
Black or African American	7.80%
Filipino	0.00%
Hispanic or Latino	47.20%
Native Hawaiian or Pacific Islander	0.90%
Two or More Races	1.80%
White	38.10%

Student Group (Other)	Percent of Total Enrollment
Disadvantaged	
Students with Disabilities	17.40%

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	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.

Last updated: 1/30/23

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

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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	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.

Last updated: 1/30/23

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

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

Last updated: 1/11/23

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

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

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	27.20	79.5
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

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year**2022–23)** Year and month in which the data were collected: September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edmentum / 2022	No	0%
Mathematics	Edmentum / 2022	No	0%
Science	Edmentum / 2022	No	0%
History-Social Science	Edmentum / 2022	No	0%
Foreign Language	Edmentum / 2022	No	0%
Health	Edmentum	Yes	0%
Visual and Performing Arts	Edmentum	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 3/16/23

The K-8 materials in use are still considered aligned to current state standards and frameworks; however, the district is currently evaluating options for new adoption prior to the 2023-24 school year. Edmentum is a data-driven standards mastery solution designed to help K–12 students master content specified by the Common Core State Standards (CCSS), CA NGSS, and the CA History-Social Science Standards. Its high-impact, high-value learning programs provide proven academic support through practice, immediate feedback, and built-in remediation to improve students' performance in core skill areas. Paired with an intuitive, real-time data dashboard, educators can easily track student progress and differentiate instruction to continually drive student achievement.

School Facility Conditions and Planned Improvements

See the last page of this document for all school facility conditions, planned improvements, and Williams site visit details..

Last updated: 1/30/23

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: December 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repair needed at this time.
Interior: Interior Surfaces	Good	No repair needed at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No repair needed at this time.
Electrical: Electrical	Good	No repair needed at this time.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No repair needed at this time.
Safety: Fire Safety, Hazardous Materials	Good	No repair needed at this time.
Structural: Structural Damage, Roofs	Good	No repair needed at this time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repair needed at this time.

Overall Facility Rate

Year and month of the most recent FIT report: December 2022

Overall Rating	Exemplary
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Last updated: 1/30/23

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	22%	N/A	48%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	6%	N/A	32%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

Note: ELA and 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.

Last updated: 1/30/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	124	111	89.52	10.48	21.82
Female	48	42	87.50	12.50	23.81
Male	76	69	90.79	9.21	20.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	9	81.82	18.18	--
Filipino	0	0	0	0	0
Hispanic or Latino	64	60	93.75	6.25	15.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	35	92.11	7.89	34.29
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	86	89.58	10.42	16.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	21	80.77	19.23	4.76

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 for students taking and completing a state-administered assessment
**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	124	109	87.90	12.10	6.42
Female	48	41	85.42	14.58	4.88
Male	76	68	89.47	10.53	7.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	9	81.82	18.18	--
Filipino	0	0	0	0	0
Hispanic or Latino	64	59	92.19	7.81	3.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	34	89.47	10.53	8.82
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless				19.05	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	84	87.50	12.50	3.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	21	80.77	19.23	0.00

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not;

however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	NT	9.52	NT	18.11	28.5	29.47

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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

Last updated: 1/30/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	141	126	89.36	10.64	9.52
Female	69	60	86.96	13.04	6.67
Male	72	66	91.67	8.33	12.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	75	68	90.67	9.33	8.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	50	47	94.00	6.00	12.77
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Military	0	0	0	0	0
Socioeconomically Disadvantaged	98	89	90.82	9.18	10.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	22	84.62	15.38	9.09

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.

Last updated: 7/26/23

Career Technical Education (CTE) Programs (School Year 2021–22)

Independence Charter Academy now offers a Career Technical Education (CTE) curriculum. This exciting offering gives students the opportunity to earn certifications in architecture, construction, family services, business and marketing, and public safety. Our CTE program is offered to any student 16 years old and gives students the entry-level skills necessary to earn jobs or pursue further training after graduation.

Last updated: 1/30/23

Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	6
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

Last updated: 1/30/23

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

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	22.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	22.00%

Last updated: 1/30/23

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 2021–22)

Percentage of Students Participating in each of the five Fitness Components

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
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%
9	100%	100%	100%	100%	100%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

Last updated: 1/30/23

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 2022–23)

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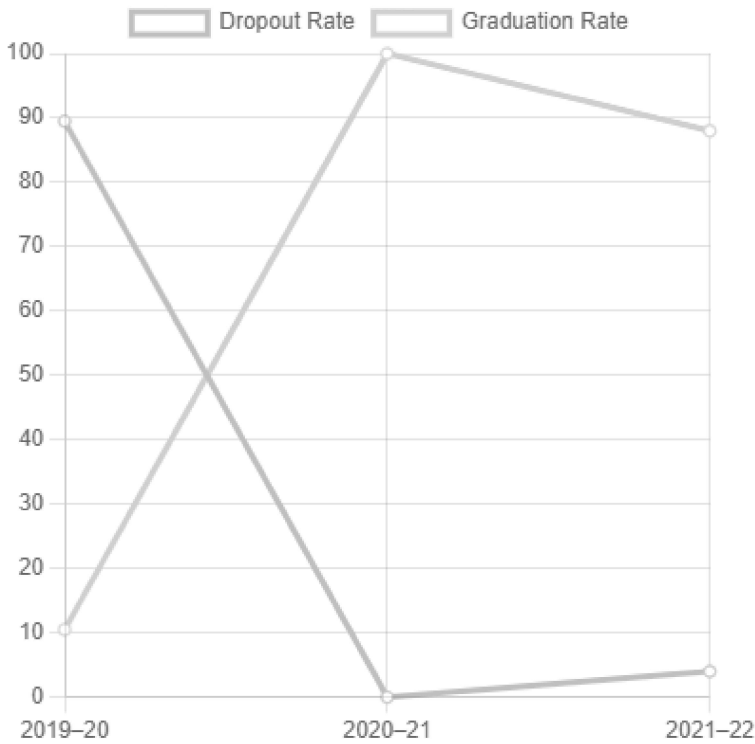
State Priority: Pupil Engagement

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 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	89.5%	0.0%	4.0%	26.5%	15.6%	17.0%	8.9%	9.4%	7.8%
Graduation Rate	10.5%	100.0%	88.0%	53.1%	55.9%	62.1%	84.2%	83.6%	87.0%



Last updated: 1/30/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	50	44	88.0
Female	25	21	84.0
Male	25	23	92.0
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	22	20	90.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	24	21	87.5
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	26	21	80.8
Socioeconomically Disadvantaged	41	35	85.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	12	11	91.7

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>.

Last updated: 1/30/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	300	289	0	0.0
Female	132	129	0	0.0
Male	168	160	0	0.0
American Indian or Alaska Native	9	8	0	0.0
Asian	1	1	0	0.0
Black or African American	25	25	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	133	131	0	0.0
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	6	4	0	0.0
White	119	113	0	0.0
English Learners	18	17	0	0.0
Foster Youth	23	18	0	0.0
Homeless	91	88	0	0.0
Socioeconomically Disadvantaged	221	211	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	55	51	0	0.0

Last updated: 1/30/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.00%	0.00%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/30/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

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

Last updated: 1/30/23

School Safety Plan (School Year 2022–23)

The Comprehensive Safe School Plan is voted on and approved each year in January by the School Site Council. It is then sent to the School Board for final approval.

Last updated: 1/30/23

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 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	1.00	1		
1				
2				
3				
4				
5				
6	1.00	1		
Other**	12.00	1		

* 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 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5	1.00	1		
6	4.00	15		
Other**	36.00		1	1

* 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 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	2.00	22		
Other**	26.00	1	2	

* 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 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	5.00	26		
Mathematics	6.00	18	1	
Science	5.00	17	1	
Social Science	5.00	26	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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9.00	17	2	1
Mathematics	12.00	10	2	
Science	11.00	9		1
Social Science	13.00	11	1	3

* 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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8.00	19	0	1
Mathematics	5.00	22	0	0
Science	6.00	23	0	1
Social Science	5.00	22	0	0

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

Last updated: 1/30/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	228

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

Last updated: 1/30/23

Student Support Services Staff (School Year 2021–22)

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	0.33
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.33
Resource Specialist (non-teaching)	
Other	3.40

* 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.

Last updated: 1/30/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

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	\$82429.67
Percent Difference – School Site and District	N/A	N/A	55.95%	6.71%
State	N/A	N/A	\$6593.62	\$74053.00
Percent Difference – School Site and State	N/A	N/A	16.33%	4.13%

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

Types of Services Funded (Fiscal Year 2021–22)

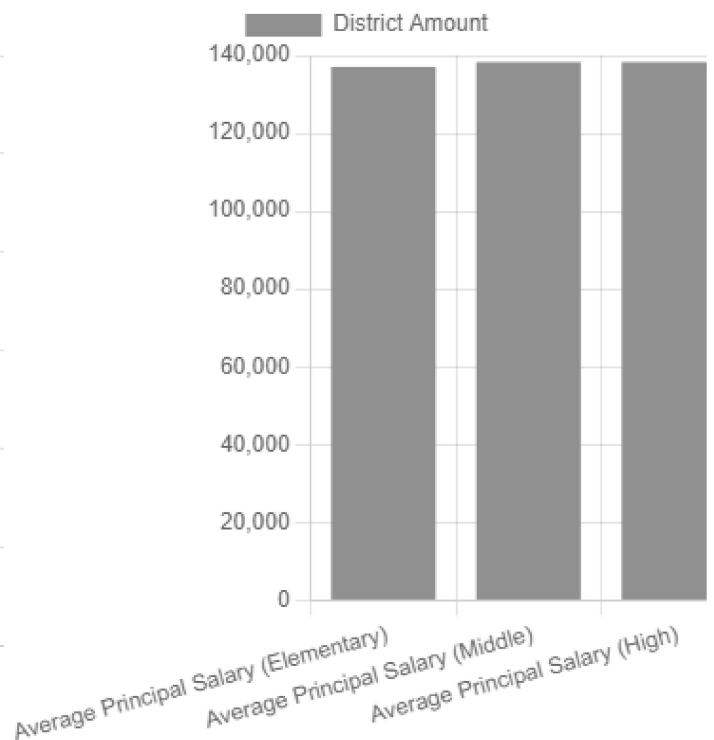
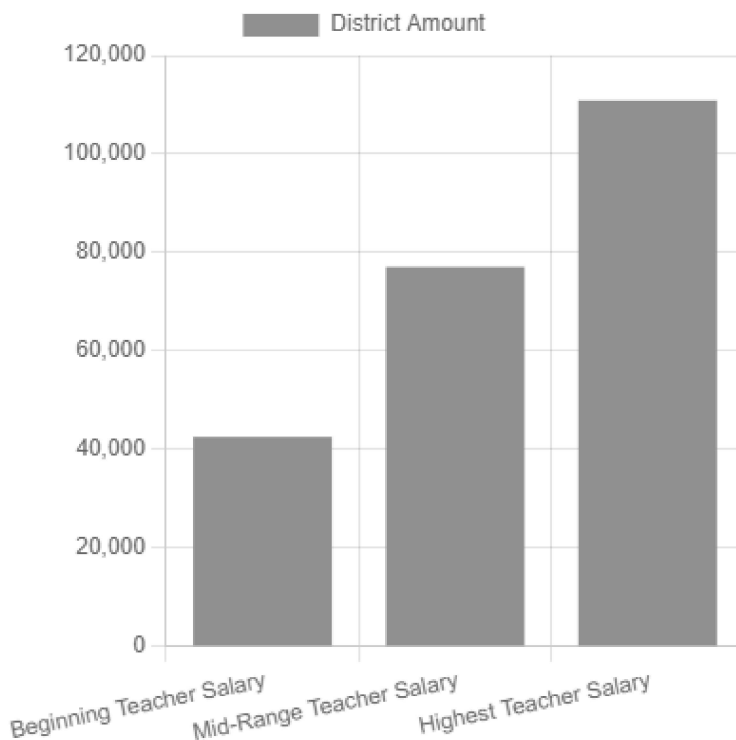
In the past year, ICA has returned to prioritizing expenditures on staff development, curriculum and software, and the social-emotional health of students and staff.

Last updated: 1/31/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42583.00	\$46843.81
Mid-Range Teacher Salary	\$77063.00	\$73398.10
Highest Teacher Salary	\$110856.00	\$93345.17
Average Principal Salary (Elementary)	\$137103.00	\$116456.68
Average Principal Salary (Middle)	\$138316.00	\$122114.81
Average Principal Salary (High)	\$138316.00	\$0.00
Superintendent Salary	\$201595.00	\$136295.61
Percent of Budget for Teacher Salaries	31.94%	29.92%
Percent of Budget for Administrative Salaries	7.41%	6.44%

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



Last updated: 1/31/23

Advanced Placement (AP) Courses (School Year 2021–22)**Percent of Students in AP Courses** 9.8 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	1
Social Science	4
Total AP Courses Offered*	7

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

*Last updated: 1/30/23***Professional Development**

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Last updated: 1/30/23

Administration and staff take school safety seriously and is a significant priority on this campus. All staff, students, and visitors enter through the front office, where they check in. Safety inspections and site walks are conducted monthly to ensure maintenance, operations, technology, and cleanliness of our school facilities are kept safe and in good working conditions. ICA has a 4 hour custodian that works 5 days a week to maintain a clean campus. This custodian is responsible for cleaning classrooms, restrooms, and other facilities such as the main office daily. Trash is removed daily from all facilities. During holiday breaks and the summer, deep cleaning of carpets, flooring are completed, and other in-depth cleaning needs are taken care of. ICA has an 8 hour grounds and maintenance employee who tends to work orders and daily needs. ICA campus sits on their authorizing LEA's District Office, Helendale School District. ICA is a non seat charter school but does have students that come on site to receive instruction when needed from their teacher. We have 6 portable classrooms and 1 permanent building used for the main office. There is no playground or cafeteria area. The site facilities provide adequate space for our students and staff.

Recent improvements to the facility are: painting the outside of all portable classrooms and permanent buildings, in the process of front landscape upgrade for more sustainability, adding privacy fence slats to perimeter fence, tree trimming, roof repair, and parking lot resurfacing.

We utilize a work order system for needed maintenance repairs. Critical repairs are remedied immediately but on the average most work orders are completed within 1-3 business days depending on supply chain and parts on hand. Maintenance is ongoing. Site walks with Administration are conducted monthly and then meets with maintenance staff to ensure things are functional and in good repair.

WILLIAMS VISIT FINDINGS

Visit Date: September 2, 2022

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair.

The following **extreme deficiencies** were observed:
None

The following **good repair deficiencies** were observed:

Section 4: Interior Surfaces

- * Main Office: Walls have damage from cracks, tears, holes and/or water damage (work order #2867)
- * Boys' Restroom: Wall tiles are damaged or loose

Section 5: Overall Cleanliness

- * Main Office: Unsecured items are stored too high and pose a safety hazard (remedied 9/2/22)

Section 7: Electrical

- * 3: Unsecured phone/data outlets (work order #2868)
- * 5: Improper usage of extension cords or extension/electrical cord trip hazard (remedied 9/2/22)
- * Main Office: Improper usage of extension cords or extension/electrical cord trip hazard (remedied 9/2/22)

Section 8: Restrooms

- * 5: Sink is not working or functioning properly (work order #2866)
- * Boys' Restroom: Stall doors or latches not functioning as designed (work order #2863) (remedied 9/2/22)

Section 9: Sinks/Fountains

- * 5: Classroom sink soap or hand sanitizer dispensers empty (work order #2865) (remedied 9/2/22)

Section 11: Hazardous Materials

- * 3: Cleansers not stored properly (remedied 9/2/22)
- * 5: Cleansers not stored properly (remedied 9/2/22)

Section 12: Structural Damage

- * 5: Damage to skirting, siding and/or exterior vents (work order #2865)
- * 3: Damage to skirting, siding and/or exterior vents (work order #2865)
- * 4: Damage to skirting, siding and/or exterior vents (work order #2865)
- * 5: Damage to stairway or ramp (work order #2866)

Section 13: Roofs

- * 3: Missing or damaged downspout or roof drain (work order #2864)

Section 14: Playground/School Grounds

- * Girls' Restroom: Significant cracks, trip hazards, holes or deterioration