

Independence High

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 <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/fq/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).

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 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Liberty Union High
Phone Number	(925) 634-2166
Superintendent	Eric Volta
Email Address	voltae@luhsd.net
Website	www.libertyuhsd.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	Independence High
Street	929 Second St.
City, State, Zip	Brentwood, Ca, 94513-1137
Phone Number	925-634-2589
Principal	Mr. Guy Rognlien, Principal
Email Address	rognlien@luhsd.net
Website	luhsd.net/independence
County-District-School (CDS) Code	07617210730572

Last updated: 1/3/2020

School Description and Mission Statement (School Year 2019—20)

Independence High School (IHS) is a unique learning environment. It is a voluntary, alternative education program for students within the Liberty Union High School District (LUHSD) boundaries. Students are responsible for learning material on their own with guidance and support from their teacher and support from home.

Our Wheel program format has students attending IHS at least once a week and seen by each CORE subject matter teacher (except mathematics), during a ninety minute period (same day). Students also have the opportunity to participate in electives on or off the Wheel. Students receive weekly assignments at that time and are expected to spend a minimum of 20-25 hours a week on academic work. All Mathematics courses take place on site and in a classroom setting for a minimum of three hours a week (most classes met for a total of four and a half hours a week). Students also have the opportunity to take small group enrichment and support classes and/or to attend drop-in tutoring sessions for all subjects. Student schedules are created each semester and based on the individual needs. Student progress on standards, and credits are recorded and communicated through quarterly progress reports and semester grades. IHS works well for students who possess the self-initiative and determination to complete academic coursework on their own.

Independence is an accredited high school through the Western Association of Schools and Colleges (WASC) in which students pursue their educational opportunities mainly outside the classroom, yet within the framework of the educational requirements of the Liberty Union High School District and the State of California. The nature of the independent study program gives students the opportunity to personalize their instruction and the freedom to utilize resources and activities to create an exciting and flexible educational experience. While attending IHS, many students take courses concurrently at the local community colleges. Our highlighted school-wide programs are our Student Leadership program and our Outdoor Wetlands Learning program (OWL program).

Student Leadership program is designed to provide time and training to better assume the responsibilities required of student leaders. Emphasis is placed on development and application of leadership skills and on the actual organization and functionality of school activities and functions. The OWL program is a cross disciplinary program that brings environmental science education into all of our core subjects and focuses on bringing students into our local delta estuary for hands on learning experiences. We have partnered with government, business and non-profit organizations to monitor, test and maintain our local watershed from the local creek to the estuary where our local rivers meet the Bay. The goals of the program are to engage our students in local environmental issues, provide them with relevant jobs skills for local industry and increase their interest in their education overall.

Independence High School provides a learning environment where all students feel valued and unique. Our school and programs are tailored to meet students' individual needs and incorporates individual learning styles, interests, aptitudes and passions. Students learn and practice the self-discipline necessary for future success.

Our Motto is *Inspiration *Dedication *Graduation

Our Mission is to inspire all students to learn by providing opportunities for academic achievement and personal success.

Our Vision is that all students will graduate as self-directed learners who are effective, clear communicators and responsible citizens prepared to compete globally in the 21st century.

Student Learning Outcomes -

Upon graduation students will be . . .

1) self directed learners who:

- use high order thinking skills of application, analysis, synthesis and evaluation in practical situations
- demonstrate technological literacy by using skills to calculate, solve problems, and collect data
- develop a personal career path and/or educational plan

2) effective, clear communicators who:

- read, write, speak, and listen reflectively and critically
- convey and understand ideas, feelings, and beliefs through written and oral expression
- utilize technology effectively to convey ideas and share learning

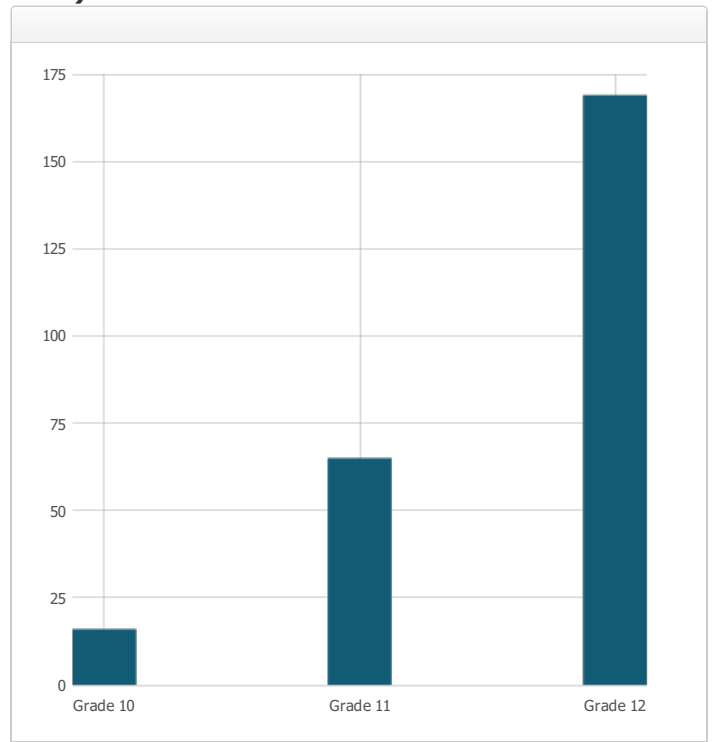
3) responsible citizens who:

- advocate for themselves in order to make the transition into the world of work or future education
- contribute to the welfare of self, the school community, the environment, and the world
- demonstrate respect for diversity of culture, language, and opinion

Last updated: 1/3/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 10	16
Grade 11	65
Grade 12	169
Total Enrollment	250



Last updated: 1/3/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	8.80 %
American Indian or Alaska Native	0.40 %
Asian	2.80 %
Filipino	0.80 %
Hispanic or Latino	26.80 %
Native Hawaiian or Pacific Islander	1.60 %
White	52.40 %
Two or More Races	6.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	26.40 %
English Learners	5.60 %
Students with Disabilities	12.00 %
Foster Youth	%
Homeless	2.00 %

A. Conditions of Learning

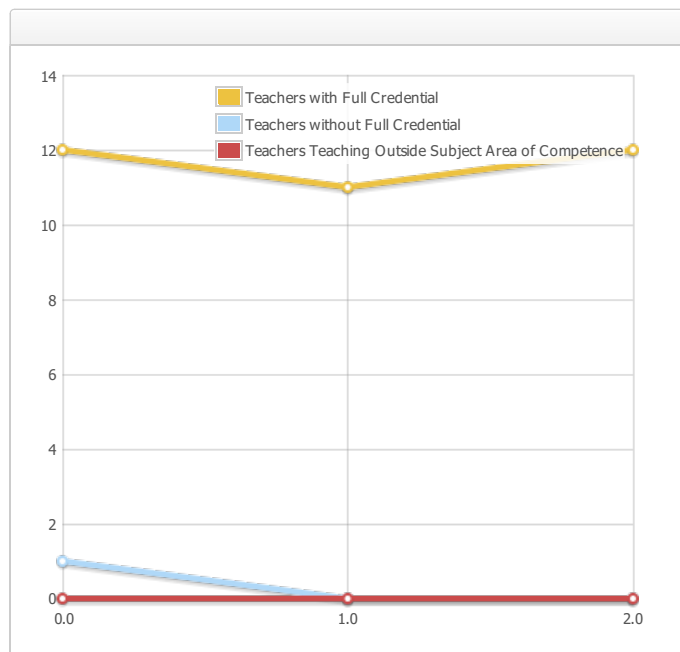
State Priority: Basic

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

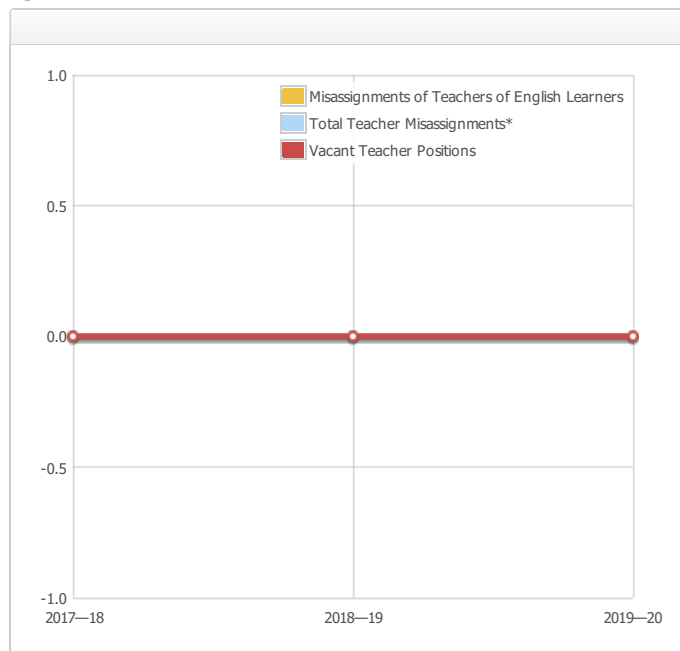
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	12	11	12	355
Without Full Credential	1	0	0	16
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/3/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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.

Last updated: 1/3/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Each year the LUHSD Board determines if we have 'Sufficient Standards-aligned textbooks and instructional materials' provided to each student by the eighth week of school and passes a resolution certifying such. This includes ELL (English language learners), in math, science, social science and language arts, including the ELD (English language development) component. Foreign language, health and visual and performing arts textbooks are also adopted and ordered in sufficient quantities. In addition, science laboratory equipment is available to those students in science laboratory courses.

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> • English 9,10,11,12: Springboard, CollegeBoard, 2017, <i>Adopted: 6/2016</i> • Novels – Adopted 2011: Romeo & Juliet, To Kill a Mockingbird, Antigone, The Catcher in the Rye, Night, Things Fall Apart, Their Eyes Were Watching God, The Crucible, Into the Wild, Pygmalion, Othello, The Arrival, Macbeth, The Great Gatsby • AP English, 50 Essays, 3rd Ed., Bedford, <i>Adopted: 2/2014</i> • ELD – EDGE Fundamentals Level A,B,C, Hampton Brown, 2016-17, <i>Adopted: 5/2007</i> • ELD Novels, Hampton Brown, <i>Adopted 2014</i> 	Yes	0.00 %
Mathematics	<ul style="list-style-type: none"> • Algebra 1, BIG IDEAS Learning Algebra 1 Common Core, Larson, HMH, <i>Adopted: 9/2014</i> • Geometry, BIG IDEAS Learning Geometry Common Core, Larson, HMH, <i>Adopted: 9/2014</i> • Algebra 2, BIG IDEAS Learning Algebra 2 Common Core, Larson, HMH, <i>Adopted: 9/2014</i> • Pre-Calculus – with Limits, Cengage, 4th, 2018, <i>Adopted: 7/2017</i> • AP Calculus – Calculus, Graphical, Numerical, Algebraic, 5th ed., 2016 Finney, Demana, Waits, Kennedy, Addison Wesley Longman, Pearson Pub., <i>Adopted: 6/2001</i> • Statistics – Modeling the World, Prentice Hall, Bock, Velleman De Veaux, 4th ed., 2014, <i>Adopted: 6/2008</i> • AP Statistics, Modeling the World, Prentice Hall, Bock, Velleman De Veaux, 4th ed., 2014, <i>Adopted: 6/2008</i> • Applied Math – Practical Business Math, Prentice Hall/Pearson, Adopted: 11/2014 	Yes	0.00 %
Science	<ul style="list-style-type: none"> • The Living Earth, HMH, 2020, <i>Adopted: 5/2019</i> • Chemistry in the Earth System, HMH, 2020 <i>Adopted: 5/2019</i> • Physics in the Universe, HMH, 2020, <i>Adopted: 5/2019</i> • Environmental Science, Holt McDougall, 2013, <i>Adopted: 5/2005</i> • AP Biology – Biology: The Unity and Diversity of Life, Star Thompson Pub., 11th ed., 2006 • AP Chemistry – The Central Science, Pearson, 14th, <i>Adopted: 5/2018</i> • Biotechnology – Science for the New Millenium, 2012, EMC, <i>Adopted: 1/2007</i> • Entomology – Fundamentals of Entomology, Prentice Hall, Richard J. Elizinga, 6th ed., <i>Adopted: 1/2006</i> • ELD – Earth Science & Biology Cycles of Life, Hampton Brown, <i>Adopted 2014</i> 	Yes	0.00 %
History-Social Science	<ul style="list-style-type: none"> • History Alive!: World Connections, TCI, <i>Adopted: 5/2018</i> • History Alive!: Pursuing American Ideals, TCI, <i>Adopted: 5/2018</i> • Government Alive!: Power, Politics, & You, TCI, <i>Adopted: 5/2018</i> • Geography Alive!: Regions & People, TCI, <i>Adopted: 5/2018</i> • Econ Alive!: The Power To Choose, TCI, <i>Adopted: 5/2018</i> • AP World History – Give Me Liberty, Prentice Hall, Stearns, 5th edition, <i>Adopted: 1/2016</i> • AP US History – 'Give Me Liberty', 5th edition, W.W. Norton, <i>Adopted: 1/2016</i> • AP Human Geography - Human Geography in Action, Kuby, 6th ed., Wiley, <i>Adopted: 1/2014</i> • AP Economics – Economics: Principles, Problems & Policies, McGraw Hill, 20th ed., <i>Adopted: 7/2015</i> • AP Government – American Government, 10th edition, McDougall, Littell, Wilson, and Dilulio, <i>Adopted: 7/2006</i> • AP European History – History of Western Society, McKay, 8th ed., HMH, <i>Adopted: 2006</i> • AP Psychology – Myers Psychology, 2nd ed., 2014, Worth, <i>Adopted: 12/2011</i> • ELD – World History, US History, Government, Economics, Hampton Brown, <i>Adopted 2014</i> 	Yes	0.00 %
Foreign Language	<ul style="list-style-type: none"> • Spanish 1-4 – Realidades, Pearson, <i>Adopted: 7/2015</i> • French 1-4 – T'es Branche, EMC/Paradigm Publisher, <i>Adopted: 7/2015</i> • German 1-3 – Portfolio Deutsch, Klett-Langenschiedt, <i>Adopted: 7/2015</i> • Mandarin Chinese 1-3 – Zhen Bang, EMC <i>Adopted: 2/2014</i> 	Yes	0.00 %
Health	<ul style="list-style-type: none"> • Health – Glencoe Health, Mary. H. Bronson, McGraw Hill, 2015, <i>Adopted: 6/2008</i> 	Yes	0.00 %
Visual and Performing Arts	<ul style="list-style-type: none"> • Intro to Art History - Gardner's Art Through the Ages, 15th ed., 2016, Cengage, <i>Adopted: 7/2002</i> • Theater Arts 1, 2, 3 – Basic Drama Projects, 8th edition, Tanner, Fran Averett, Perfection 	Yes	0.0 %

Learning Corporation, 8th ed., 2004, *Adopted: 1/2008*

- **Intermediate Art – The Annotated Mona Lisa**, Andrews & McMeel, Carol Strikland, *Adopted: 7/2002*
- **AP Art History – Gardner's Art Through the Ages**, 15th, 2016, Cengage, *Adopted: 7/2002*

Science Lab Eqpmt (Grades 9- 12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 1/13/2020

School Facility Conditions and Planned Improvements

Site currently in good condition with some minor roofing leaks

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2019

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

Overall Facility Rate

Year and month of the most recent FIT report: November 2019

Overall Rating	Exemplary
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Last updated: 1/30/2020

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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	43.0%	30.0%	58.0%	69.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	7.0%	10.0%	31.0%	37.0%	38.0%	39.0%

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: 1/3/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	84	95.45%	4.55%	29.76%
Male	45	43	95.56%	4.44%	27.91%
Female	43	41	95.35%	4.65%	31.71%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	25	24	96.00%	4.00%	20.83%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	50	48	96.00%	4.00%	35.42%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	23	22	95.65%	4.35%	27.27%
English Learners	--	--	--	--	
Students with Disabilities	12	10	83.33%	16.67%	10.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

Last updated: 1/3/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	83	94.32%	5.68%	9.64%
Male	45	42	93.33%	6.67%	9.52%
Female	43	41	95.35%	4.65%	9.76%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	25	23	92.00%	8.00%	0.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	50	47	94.00%	6.00%	14.89%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	23	23	100.00%	0.00%	8.70%
English Learners	--	--	--	--	
Students with Disabilities	12	11	91.67%	8.33%	9.09%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 1/3/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	64
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	--

Last updated: 1/3/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	92.40%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	5.69%

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 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	--	--	--

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: 1/24/2020

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 school site

Opportunities for Parental Involvement (School Year 2019—20)

Opportunities for involvement include School Site Council, Safety Committee, English Learners Advisory Committee as well as individualized meetings with teachers, support staff, and administrators through the RTI process. The ways we communicate with parents; phone, postal mail, email, Parent Portal (AERIES data base that allows real-time parent and school communication), Blackboard Connect (mass communications that enables us to reach anyone, anytime), Back to School BBQ, Open House, Honor Roll, new student orientations, weekly "evenings with administration", along with our website and social media accounts.

Parents may contact the school directly by calling 925-634-2589 or by accessing our website at <http://luhsd.net/independence> to obtain more information or make direct contact.

State Priority: Pupil Engagement

Last updated: 1/3/2020

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

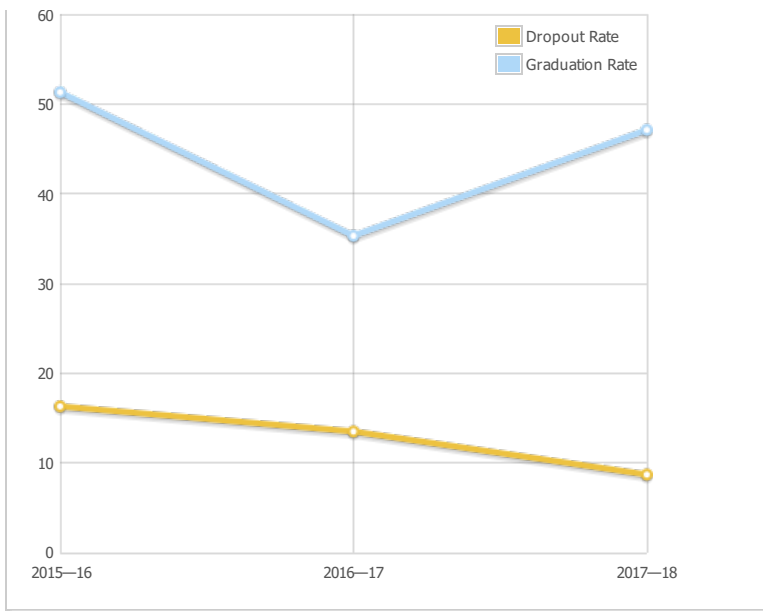
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	16.30%	2.80%	9.70%
Graduation Rate	51.30%	91.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	13.50%	8.70%	2.60%	3.00%	9.10%	9.60%
Graduation Rate	35.30%	47.10%	89.20%	90.40%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/3/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.10%	1.10%	0.30%	5.50%	4.50%	4.20%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.20%	0.20%	0.20%	0.10%	0.10%	0.10%

Last updated: 1/3/2020

School Safety Plan (School Year 2019—20)

Each site updates their Emergency and School Safety Plans on a yearly basis. Standard Operating Procedures (S.O.P.) were developed for all staff members dealing with safety issues. Quarterly, the District meets with students to address safety issues on campus.

Last updated: 1/24/2020

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 (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	4.00	74		
Mathematics	57.00			3
Science	6.00	36		
Social Science	4.00	74		

* 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 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	4.00	60		
Mathematics	35.00	1	2	4
Science	4.00	32		
Social Science	4.00	65		

* 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 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	5.00	57		
Mathematics	20.00	7	2	4
Science	4.00	32		
Social Science	5.00	55		

* 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: 1/6/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	250.00

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

**Average Number of Pupils per Counselor

Last updated: 1/6/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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: 1/6/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13903.43	\$3959.87	\$9943.56	\$70532.30
District	N/A	N/A	--	\$74320.45
Percent Difference – School Site and District	N/A	N/A	23.44%	-5.10%
State	N/A	N/A	\$7506.64	\$88538.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/3/2020

Types of Services Funded (Fiscal Year 2018—19)

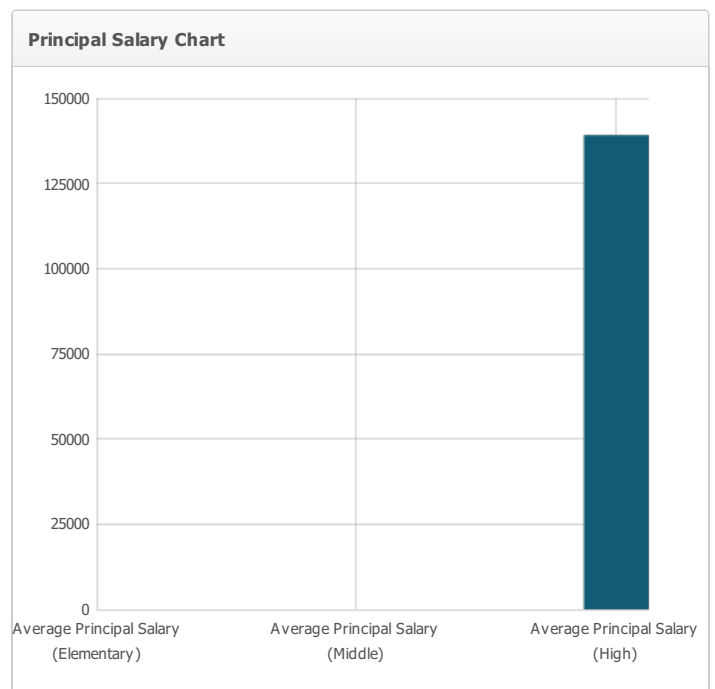
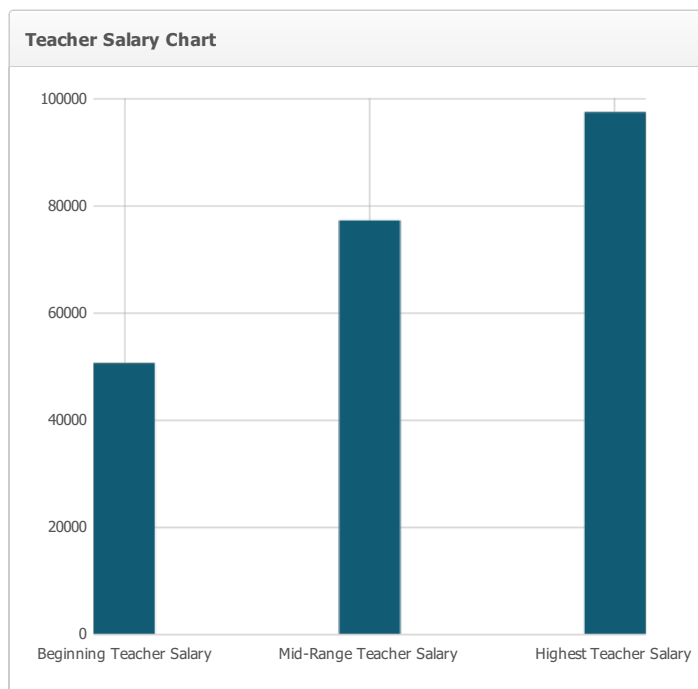
The Liberty Union High School District spends approximately \$13,903.43 annually per student for this site. This includes all education costs ranging from direct salaries of teachers, custodial and maintenance, facilities, utilities, and administration. It also includes costs of support services such as counseling, library and media services, and special State and Federal categorical funds.

Last updated: 1/3/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,546	\$52,466
Mid-Range Teacher Salary	\$77,172	\$87,373
Highest Teacher Salary	\$97,392	\$109,803
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$142,025
Average Principal Salary (High)	\$139,142	\$153,904
Superintendent Salary	\$199,500	\$241,221
Percent of Budget for Teacher Salaries	35.00%	33.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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



Last updated: 1/6/2020

Professional Development

2017-18:
Full days – 123
Partial days – 29

2018-19:
Full days – 107
Partial days – 21

2019-20:
Full days – 90
Partial days – 27

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	152	128	117