Heritage High

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/.

- View this SARC online at the school and/or LEA Web sites.

- 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 and community members should contact the school principal or the district office.

About This School

Contact Information - Most Recent Year

School	
School Name	Heritage High
Street	101 American Ave.
City, State, Zip	Brentwood, Ca, 94513-4604
Phone Number	925-634-0037
Principal	Mr. Larry Oshodi, Principal
E-mail Address	oshodil@luhsd.net
County-District-School (CDS) Code	07617210107797

District	
District Name	Liberty Union High
Phone Number	(925) 634-2166
Web Site	www.libertyuhsd.k12.ca.us
Superintendent First Name	Eric
Superintendent Last Name	Volta
E-mail Address	voltae@luhsd.net

Last updated: 1/27/2015

School Description and Mission Statement (Most Recent Year)

Heritage High School is designed in a Small Learning Community (SLC) structure. We have four SLCs where students and staff create mentoring relationships. Heritage's environment fosters a personalized educational experience for every student. Students receive guidance from their SLC Administrator, counselor, teachers and support personnel. Heritage High School also supports student's post-secondary goals by offering optional career and educational pathways in four Academies: Engineering Technology, Environmental Sciences, Health and Recreation and Law, Government and Public Service. Recent additions to the quality education of Heritage include a program for mentoring freshmen, an Air Force Junior Reserve Officer Training Corp (AFJROTC) program, and increased Advanced Placement (AP) courses. Heritage has many pro-active intervention programs to ensure that all students have the opportunity to be successful including Patriot Plus, a 30 minute intervention program embedded into the bell schedule, a peer tutoring program, and an after school tutoring service. These interventions are facilitated through the collaboration of teachers, administrators, parents and other support personnel to create an individualized support plan for all students. Opened in 2005, Heritage High School became a California Distinguished School in 2009 and again in 2013; and received a six year with a three year visit accreditation from the Western Association of Schools and Colleges. Heritage High is also recognized as a California Business for Education Excellence Honor Roll School in 2012 and 2013, based on student achievement. In its ten years of existence, Heritage has already made remarkable strides in both our athletic and performing arts programs, with league and division championships in different sports and "Best-of-Contest" awards. Heritage high school continues to set goals for improvement that include creating a positive learning environment for students, increasing student achievement and proficiency, and providing a rigorous and stimulating curriculum and instructional program. The staff, students and parents are proud to be Patriots.

Mission

Heritage High School is dedicated to empowering students to become life-long learners, committed to Honesty, Equality, Respect, Integrity, Trust, Achievement, Generosity and Excellence. All classrooms will provide a student-centered, rigorous, relevant and innovative standards-based curriculum developed in a professional learning community. We are committed to prepare our students to be productive citizens in a global community using career academies, enhanced extracurricular activities, and instructional technology.

Vision

Heritage High School will create an effective cross-curricular professional learning community to promote the mastery of the common core standards. Through collaboration, reflection and analysis of student learning, our PLC will ensure students achieve their academic potential in preparation for college and careers. Staff members, students and parents will create a safe and supportive environment in which all students become productive life-long learners that impact the community in a positive way.

Last updated: 2/2/2015

## Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	671
Grade 10	631
Grade 11	585
Grade 12	539
Total Enrollment	2426
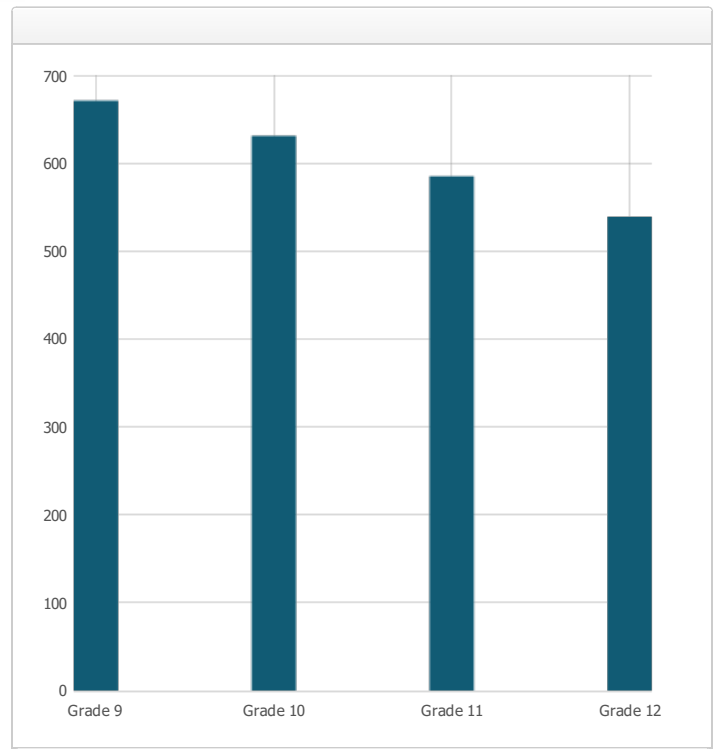
Student Enrollment by Student Group (School Year 2013-14)

| Group	Percent of Total Enrollment
Black or African American	10.2
American Indian or Alaska Native	0.5
Asian	5.3
Filipino	7.2
Hispanic or Latino	21.8
Native Hawaiian or Pacific Islander	0.7
White	51.2
Two or More Races	3.1
Socioeconomically Disadvantaged	15.7
English Learners	3.0
Students with Disabilities	8.1
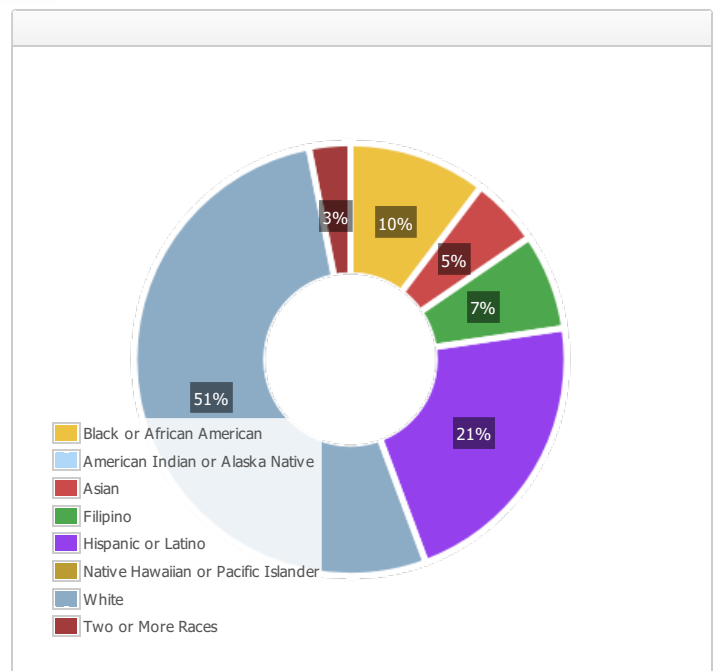
A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	92	96	101	342
Without Full Credential	0	1	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
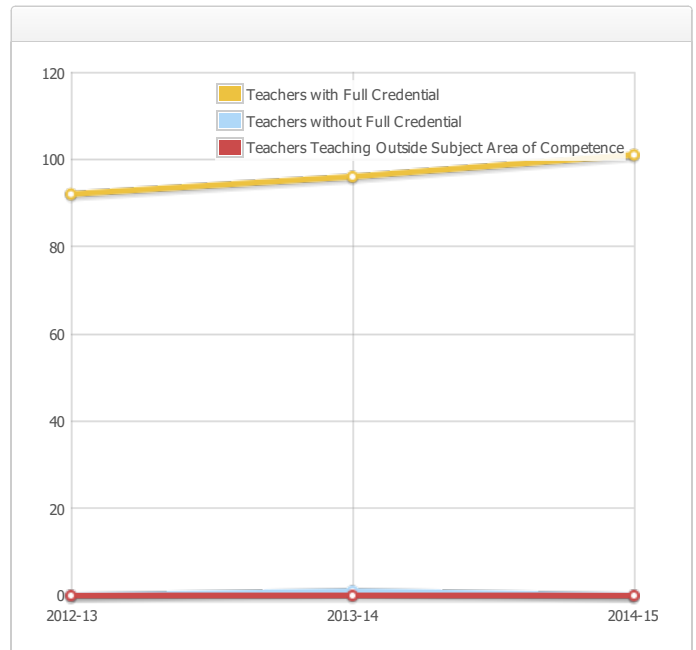
Last updated: 1/22/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
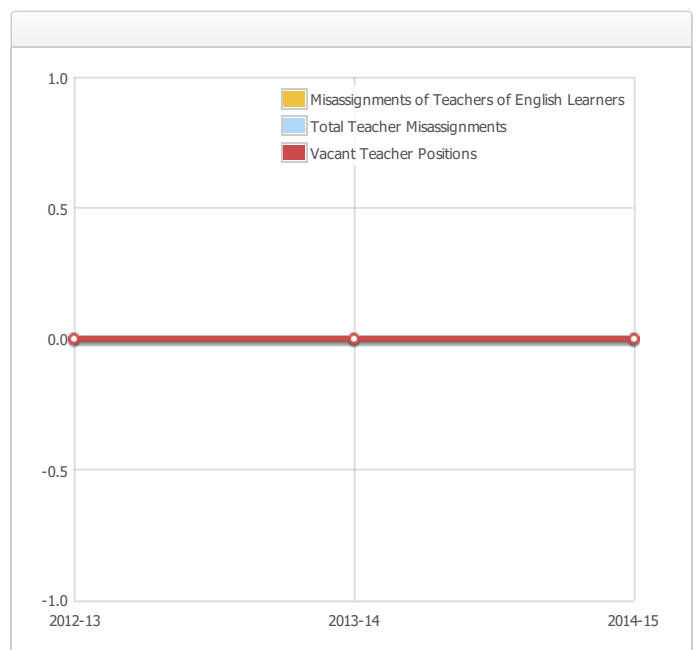
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/22/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	99	1
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	99	1

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	• California Holt Literature and Language Arts - Holt, Rinehart & Winston	No	0.0
Mathematics	• Algebra I - Larson BIG IDEAS Algebra 1 Common Core • Geometry - Larson BIG IDEAS Geometry Common Core • Algebra II - Larson BIG IDEAS Algebra 2 Common Core • Pre-Calculus - Functions and Graphs; Cengage (Thompson Learning) Brooks/Cole • AP Calculus - Calculus, Graphical, Numerical, Algegraic: Finney, Demana, Waits, Kennedy. Addison Wesley Longman • Statistic - Modeling the World; Prentice Hall, Bock, Velleman De Veax • AP Statistics - The Practice of Statistics Calculator Enhanced Freeman Publishing	Yes	0.0
Science	• Earth Science - Holt Earth Science California, Allison, Degaetano, Pasachoff • Biology - Biology, McDougal Littell • Chemistry - Prentice Hall Chemistry California Edition; Wilbraham, Staley, Matta, Watterman: Prentice Hall/Pearson Education • Physics - Holt Physics; Serway and Faughn • Environmental Science - Environmental Science Holt, Rinehart, Winston • AP Biology - Biology: The Unity and Diversity of Life, Star and Taggart; Wadsworth Publishing • AP Chemistry - Chemistry, Zumdahl; D.C. Health • Biotechnology - Science for the New Millenium • Entomology - Fundamentals of Entomoloy - Prentice Hall: Richard J. Elizinga • A Survey of Entomology - Writers Club Press; Frank Young, Gene Kritsky, 12/06	No	0.0
History-Social Science	• World History - Patterns of Interaction, McDougal Littell, Beck • US History - The Americans, McDougal Littell, Danzer • American Government - Magruder's Government, Prentice Hall, Magruder • Economics - Principles in Action, Prentice Hall • AP World History - World Civilizations the Global Experience, Prentice Hall, Stearns • AP US History - The Enduring Vision 5th Edition, McDougal Littell, Boyer • AP Economics - Economics 16th Edition, Glencoe, McConnell and Brue • AP Government - American Government 10th Edition, McDougal Littell, Wilson, and Dilulio	No	0.0
Foreign Language	• Spanish I - V - Que Chévere - EMC • French I - V - T'es Branche, EMC/Paradigm Publisher • German I - III - Portfolio Deutch, Klett-Langenschiedt	Yes	0.0
Health	• Health - Glencoe Health; Glencoe, Mary H. Bronson	No	0.0

Visual and Performing Arts	• Intro to Art History - Discovering Art History, Davis Publications • Theatre Arts 1, 2, 3 - Basic Drama Projects. 8th Edition, Tanner, Fran Averett, Perfection Learning Corporation • Beginning Art - Art Fundamentals 9th ed. McGraw Hill 2002 • Intermediate Art - The Annotated mona Lisa, Andrews & McMeel, Carol Strikland • Advanced Painting & Drawing - Discovering Art History, Second Edition Gerald F. Brommer; Davis Publications Inc • AP Art History - Gardener's Art Through the Ages, Tenth Edition De la Croix and Tansey; Harcourt Brace	No	0.0
Science Lab Eqpmt(9-12)	• Earth Science - Holt Earth Science California, Allison, Degaetano, Pasachoff • Biology - Biology, McDougal Littell • Chemistry - Prentice Hall Chemistry California Edition; Wilbraham, Staley, Matta, Watterman: Prentice Hall/Pearson Education • Physics - Holt Physics; Serway and Faughn • Environmental Science - Environmental Science Holt, Rinehart, Winston • AP Biology - Biology: The Unity and Diversity of Life, Star and Taggart; Wadsworth Publishing • AP Chemistry - Chemistry, Zumdahl; D.C. Health • Biotechnology - Science for the New MillleniumEntomology - Fundamentals of Entomoloy - Prentice Hall: Richard J. Elizinga • A Survey of Entomology - Writers Club Press; Frank Young, Gene Kritsky, 12/06	No	0.0

Last updated: 1/27/2015

School Facility Conditions and Planned Improvements - Most Recent Year

A walk-thru is completed two times a year addressing school facility conditions. The site is evaluated and any facilities that need repair are listed on the Facility Inspection Tool. The results of this survey are available at the district office. Planned remedial action and a timeline are set by the site and district. The site and the district are committed to provide safe, clean, adequate and functional facilities to staff and students. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online work order process
isused to ensure efficient service and the emergency repairs are given the highest priority. The Supervisor of Maintenance and Operations works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The Williams Uniform Complaint form, regarding facilities, can be picked up at the Principal's Office.

Last updated: 3/9/2015

School Facility Good Repair Status - Most Recent Year

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	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary

Last updated: 3/9/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	73	76	75	64	67	66	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/27/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	66
All Students at the School	75
Male	74
Female	76
Black or African American	53
American Indian or Alaska Native	
Asian	76
Filipino	84
Hispanic or Latino	70
Native Hawaiian or Pacific Islander	
White	81
Two or More Races	67
Socioeconomically Disadvantaged	58
English Learners	27
Students with Disabilities	52
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	62%	73%	75%	53%	59%	62%	54%	56%	55%
Mathematics	29%	34%	35%	27%	30%	28%	49%	50%	50%
History-Social Science	58%	65%	63%	47%	50%	52%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/27/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	8	9	9
Similar Schools	8	8	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/27/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	24	34	1
Black or African American	-5	86	15
American Indian or Alaska Native			
Asian			
Filipino			-12
Hispanic or Latino	15	50	12
Native Hawaiian or Pacific Islander			
White	27	24	-4
Two or More Races			
Socioeconomically Disadvantaged	-13	70	6
English Learners	19	54	27
Students with Disabilities	15	100	-15

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/27/2015

Career Technical Education Programs (School Year 2013-14)

Heritage High offers CTE courses within our four career academies: Engineering Technologies; Environmental Science; Health and Recreation; and Law, Government and Public Service. The academies allow students to concentrate in a particular area of interest. Students will have the opportunity to explore careers, learn job-related skills such as but not limited to critical thinking, problem solving, leadership, as well as personal and interpersonal relations. Parents, community members and businesses collaborate to develop and support the educational and extra-curricular opportunities within the academies at Heritage High School. All of the career academies are reviewed on a regular basis to determine availability and accessibility to all student populations. Data is regularly examined to help determine the academies' areas of strength and areas for improvement as well as providing a forum for initiating discussion on strategies to make changes that will help strengthen areas of need. This format allows all academies to be involved in making positive changes to our school community.

Last updated: 2/2/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	2097
Percent of pupils completing a CTE program and earning a high school diploma	99.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	5.0

Last updated: 1/27/2015

Courses for University of California and/or California State University Admission

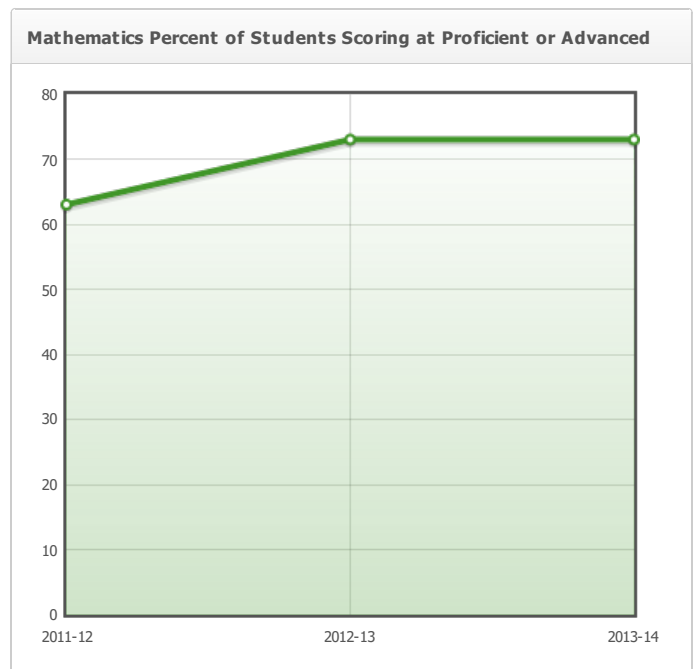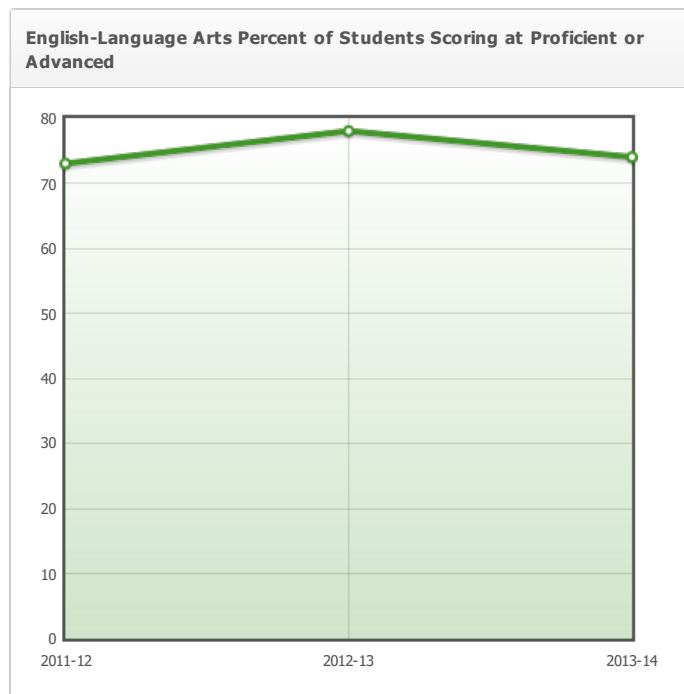| UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	72.6
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	51.7

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	73%	78%	74%	61%	65%	48%	56%	57%	56%
Mathematics	63%	73%	73%	55%	62%	49%	58%	60%	62%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	37%	28%	34%	36%	45%	18%
All Students at the School	26%	27%	47%	27%	50%	24%
Male	34%	25%	41%	26%	47%	26%
Female	17%	29%	53%	28%	52%	20%
Black or African American	48%	31%	22%	48%	38%	14%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	19%	19%	62%	10%	24%	67%
Filipino	14%	20%	67%	6%	55%	39%
Hispanic or Latino	31%	32%	37%	35%	51%	14%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	21%	26%	53%	24%	50%	26%
Two or More Races	30%	30%	40%	15%	70%	15%
Socioeconomically Disadvantaged	43%	25%	32%	42%	46%	12%
English Learners	81%	13%	6%	56%	31%	13%
Students with Disabilities	73%	18%	8%	75%	20%	5%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

Last updated: 1/27/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.6%	26.4%	56.1%

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.

Last updated: 1/27/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

Parents play an essential role in the success of our students. Heritage is fortunate to have a strong parental support. Organizations with parent participation, such as our School Advisory Council, the Patriot Parents Organization (PPO), Athletic Boosters and Performing Arts boosters, serve our students and staff. Heritage High school has also developed targeted parent groups to reach out to parents of underserved students.

The goal of each of our groups and organizations is to ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs

State Priority: Pupil Engagement

Last updated: 2/2/2015

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

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

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

	School			District			State		
Indicator	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	0.8	1.4	1.2	5.2	3.5	4.5	14.7	13.1	11.4
Graduation Rate	98.54	96.88	98.39	85.59	86.25	86.86	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
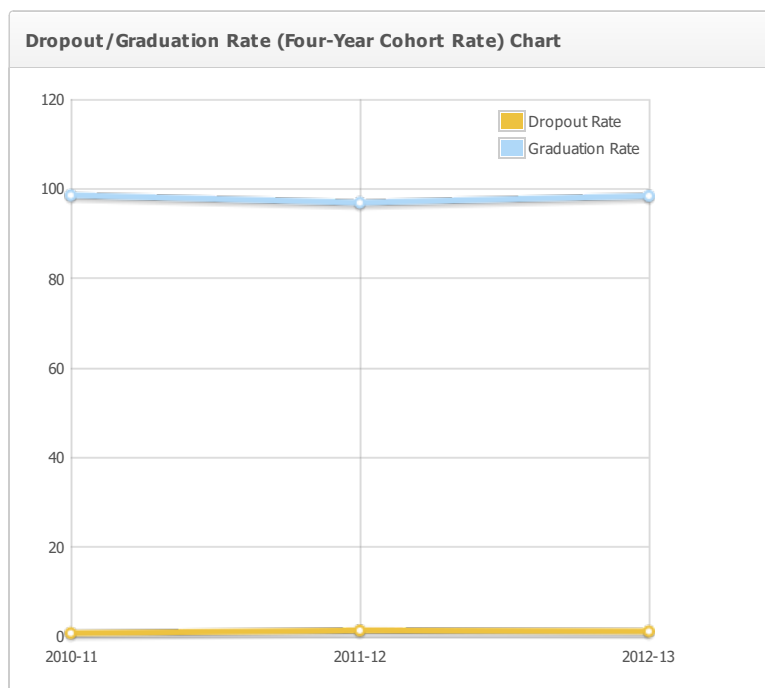
Last updated: 1/27/2015

Completion of High School Graduation Requirements

| Group	Graduating Class of 2013		
	School	District	State
All Students	95	83	84
Black or African American	90	65	75
American Indian or Alaska Native	150	68	77
Asian	96	95	92
Filipino	83	86	92
Hispanic or Latino	98	80	80
Native Hawaiian or Pacific Islander	85	71	84
White	97	87	90
Two or More Races	83	89	89
Socioeconomically Disadvantaged	104	76	82
English Learners	66	50	53
Students with Disabilities	79	52	60

State Priority: School Climate

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

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

Suspensions and Expulsions

	School			District			State		
Rate	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	8.40	4.70	4.60	8.20	6.10	5.90	5.70	5.10	4.40
Expulsions	0.30	0.00	0.20	0.20	0.20	0.20	0.10	0.10	0.10

Suspensions

Expulsions
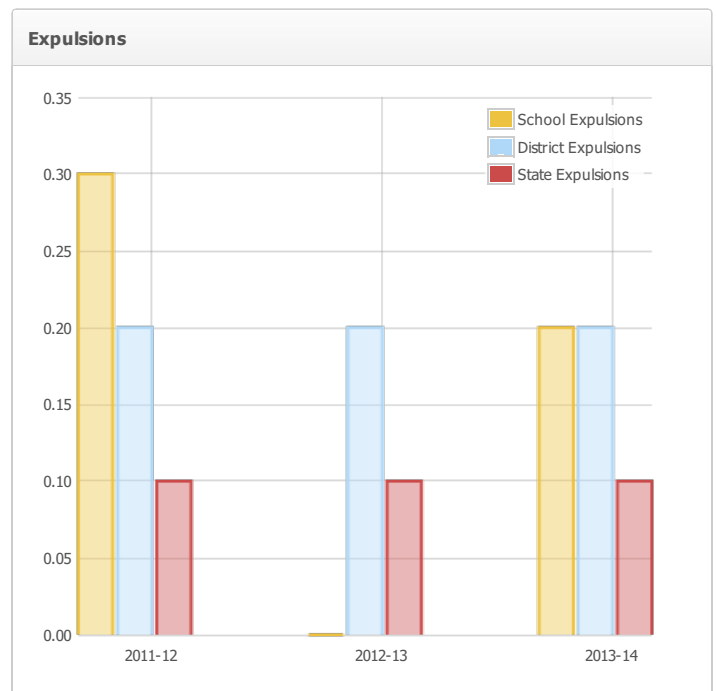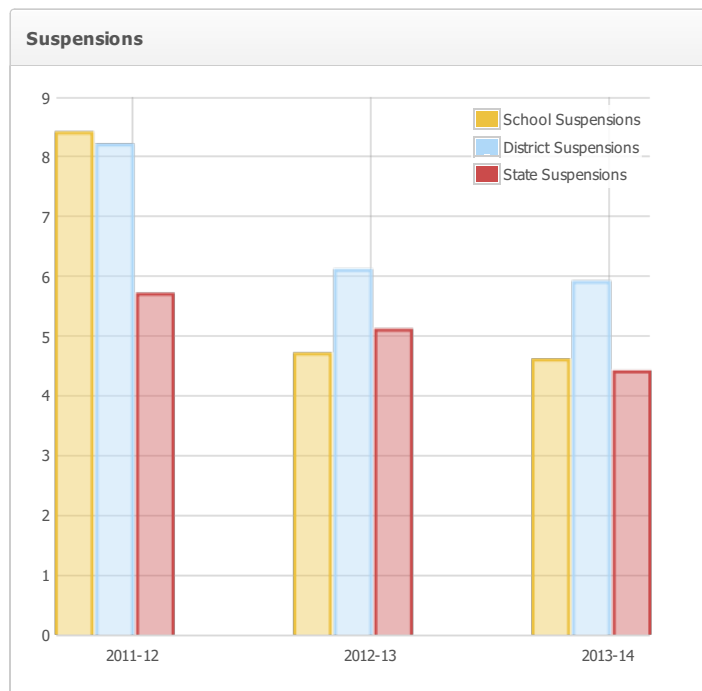
Last updated: 1/27/2015

School Safety Plan - Most Recent Year

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: 1/29/2015

School Safety Plan - Most Recent 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met Graduation Rate	Yes	Yes

Last updated: 1/27/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement *		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/27/2015

Average Class Size and Class Size Distribution (Secondary)

	2011-12				2012-13				2013-14			
		Number of Classes *				Number of Classes *				Number of Classes *		
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	30.9	11	14	59	30.0	10	37	41	29.0	12	40	43
Mathematics	30.5	6	20	47	31.0	6	35	40	30.0	7	49	34
Science	31.0	5	23	26	31.0	3	46	12	31.0	1	49	15
Social Science	33.9	3	5	52	31.0	6	18	48	31.0	3	31	43

* 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: 1/27/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	800.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	0.3	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		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.

Last updated: 1/22/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$5,811	$1,011	$4,800	N/A
District	N/A	N/A	$4,748	$65,276
Percent Difference – School Site and District	N/A	N/A	1.10%	-0.40%
State	N/A	N/A	$4,690	$72,276
Percent Difference – School Site and State	N/A	N/A	2.00%	-8.31%

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

Last updated: 1/23/2015

Types of Services Funded (Fiscal Year 2013-14)

The Liberty Union High School District spends approximately $5811.10 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: 1/23/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,180	$42,957
Mid-Range Teacher Salary	$65,926	$69,613
Highest Teacher Salary	$81,242	$89,407
Average Principal Salary (Elementary)	$00	N/A
Average Principal Salary (Middle)	$00	$120,526
Average Principal Salary (High)	$124,076	$129,506
Superintendent Salary	$167,280	$207,044
Percent of Budget for Teacher Salaries	38.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
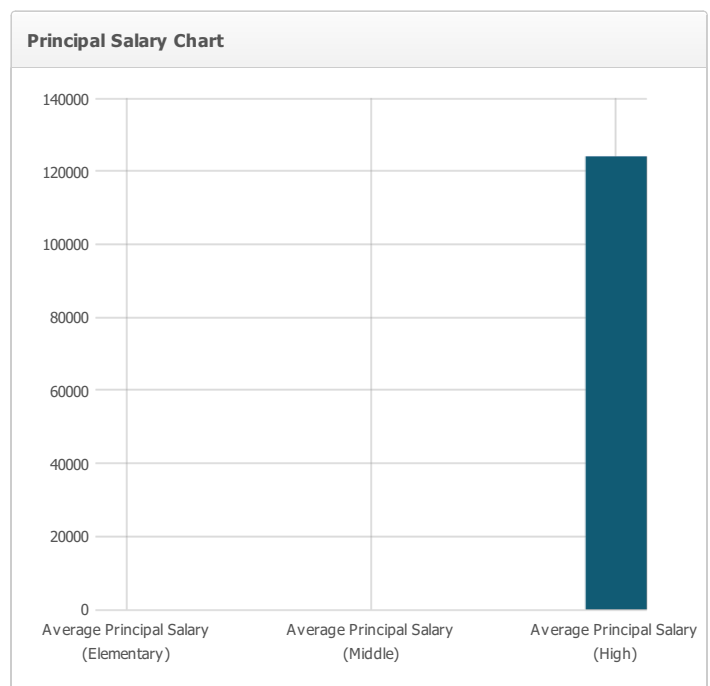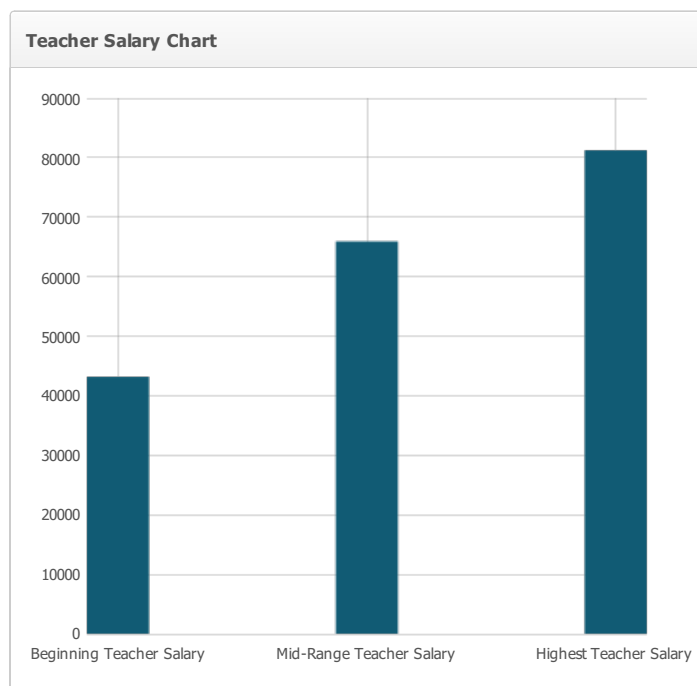
Last updated: 1/27/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	6	N/A
Science	4	N/A
Social Science	11	N/A
All Courses	28	0.5

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

*Where there are student course enrollments.

Last updated: 1/27/2015

Professional Development – Most Recent Three Years

Focus areas for professional development are based on assessment data, our district Strategic Plan, and the new Common Core State Standards (CCSS). We have initiated content coaches for both ELA and math to help focus on improving student achievement and improving the delivery of curriculum. In addition, we hold a district-wide Professional Development Day at the beginning of the school year which focuses on the CCSS. The school site also has Professional Learning Communities (PLC's) for the purpose of teacher collaboration, data analysis, sharing best and curriculum development.

Last updated: 1/27/2015