

Independence 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/fq/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	Independence High
Street	929 Second St.
City, State, Zip	Brentwood, Ca, 94513
Phone Number	925-634-2589
Principal	Colleen Sanchez, Principal
E-mail Address	sanchezc@libertyuhdsd.k12.ca.us
County-District-School (CDS) Code	07617210730572

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

Last updated: 1/28/2015

School Description and Mission Statement (Most Recent Year)

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 assistance from their teacher and support from home. Students come to IHS at least once a week to meet with their supervisory teacher, CORE non-mathematics subject matter teachers, and participate in elective courses. Students receive weekly assignments at that time and are expected to spend a minimum of 20 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. 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. This program does not work for all students.

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 Wheel program, Student Leadership program, and our Outdoor Wetlands Learning program (OWL program). Our Wheel program was developed so that our students are seen by each CORE subject matter teacher (except mathematics), during a two hour period (same day). 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 program is 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

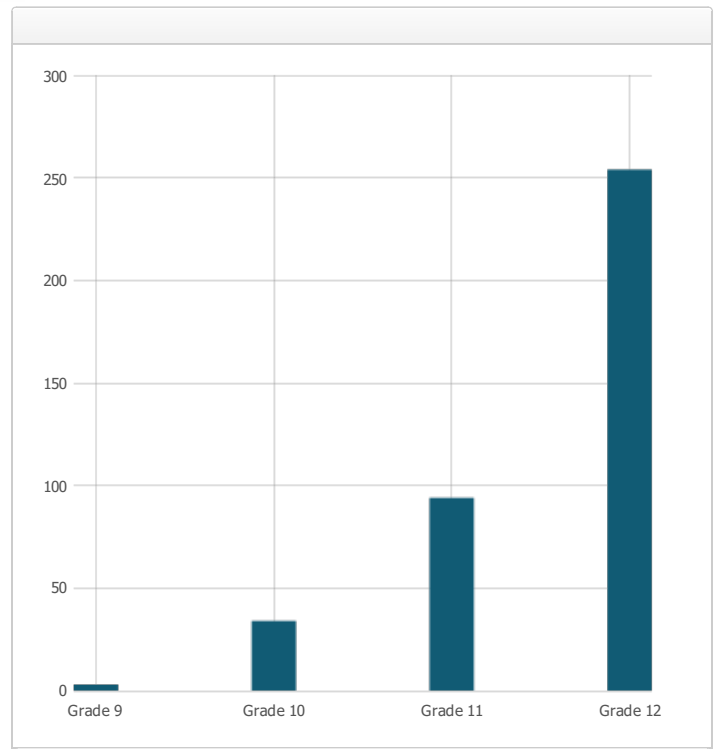
3) responsible citizens who:

- 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: 2/2/2015

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

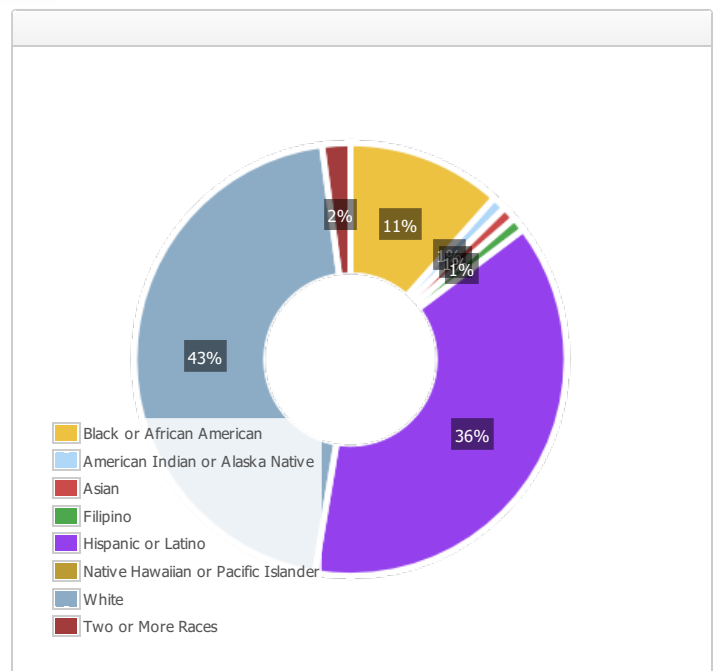
Grade Level	Number of Students
Grade 9	3
Grade 10	34
Grade 11	94
Grade 12	254
Total Enrollment	385



Last updated: 1/28/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	11.7
American Indian or Alaska Native	1.6
Asian	1.8
Filipino	1.8
Hispanic or Latino	36.4
Native Hawaiian or Pacific Islander	0.0
White	43.9
Two or More Races	2.9
Socioeconomically Disadvantaged	25.7
English Learners	8.3
Students with Disabilities	9.9



Last updated: 1/28/2015

A. Conditions of Learning

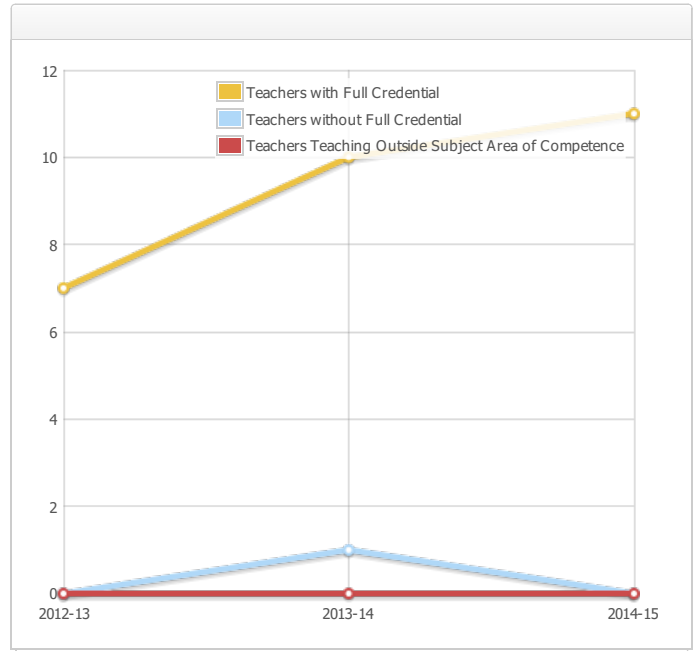
State Priority: Basic

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

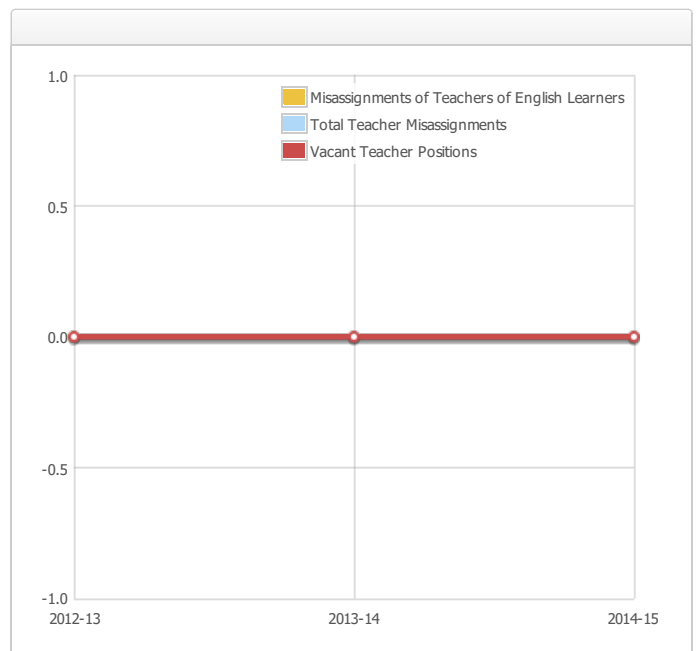
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	7	10	11	342
Without Full Credential	0	1	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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	<ul style="list-style-type: none"> California Holt Literature and Language Arts - Holt, Rinehart & Winston 	No	0.0
Mathematics	<ul style="list-style-type: none"> 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, Algebraic: 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	<ul style="list-style-type: none"> Earth Science - Holt Earth Science California, Allison, Degaetano, Pasachoff <ul style="list-style-type: none"> Biology - Biology, McDougal Littell Chemistry - Prentice Hall Chemistry California Edition; Wilbraham, Staley, Matta, Watterman: Prentice Hall/Pearson Education <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> AP Chemistry - Chemistry, Zumdahl; D.C. Heath Biotechnology - Science for the New Millennium Entomology - Fundamentals of Entomology - Prentice Hall: Richard J. Elzinga A Survey of Entomology - Writers Club Press; Frank Young, Gene Kritsky, 12/06 	No	0.0
History-Social Science	<ul style="list-style-type: none"> World History - Patterns of Interaction, McDougal Littell, Beck US History - The Americans, McDougal Littell, Danzer American Government - Magruder's Government, Prentice Hall, Magruder <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Spanish I - V - Que Chévere - EMC French I - V - T'es Branche, EMC/Paradigm Publisher German I - III - Portfolio Deutsch, Klett-Langenschiedt 	Yes	0.0
Health	<ul style="list-style-type: none"> Health - Glencoe Health; Glencoe, Mary H. Bronson 	No	0.0
Visual and Performing Arts	<ul style="list-style-type: none"> 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 	No	0.0

	<ul style="list-style-type: none"> • 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 - Gardner's Art Through the Ages, Tenth Edition De la Croix and Tansey; Harcourt Brace 		
Science Lab Eqpmt(9-12)	<ul style="list-style-type: none"> • Earth Science - Holt Earth Science California, Allison, Degaetano, Pasachoff <ul style="list-style-type: none"> • Biology - Biology, McDougal Littell • Chemistry - Prentice Hall Chemistry California Edition; Wilbraham, Staley, Matta, Watterman: Prentice Hall/Pearson Education <ul style="list-style-type: none"> • Physics - Holt Physics; Serway and Faughn • Environmental Science - Environmental Science Holt, Rinehart, Winston <ul style="list-style-type: none"> • AP Biology - Biology: The Unity and Diversity of Life, Star and Taggart; Wadsworth Publishing <ul style="list-style-type: none"> • AP Chemistry - Chemistry, Zumdahl; D.C. Health • Biotechnology - Science for the New MilleniumEntomology - Fundamentals of Entomology - 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 is used 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	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary
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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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	32	20	49	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: 1/28/2015

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	49
Male	47
Female	50
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	62
Native Hawaiian or Pacific Islander	
White	46
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
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	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	26%	31%	29%	53%	59%	62%	54%	56%	55%
Mathematics	26%	7%	12%	27%	30%	28%	49%	50%	50%
History-Social Science	21%	21%	21%	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: 1/28/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	1	1	1
Similar Schools	5	4	4

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

Last updated: 1/28/2015

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	-6	7	15
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-5	-8	23
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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: 1/28/2015

Career Technical Education Programs (School Year 2013-14)

Independence High School is the first alternative education program in the county to provide students with an ROP Environmental Science course (CTE). This course is an A-G UC/CSU approved course. ROP Environmental Science is open for all students in the district, regardless of the home school.

ROP Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study, yet there are several major unifying themes.

Our ROP Environmental Science class is also a part of a larger school-wide program, the Outdoor Wetlands Learning Program (OWL program). This 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.

Last updated: 2/2/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

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	49.9
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	1.7

State Priority: Other Pupil Outcomes

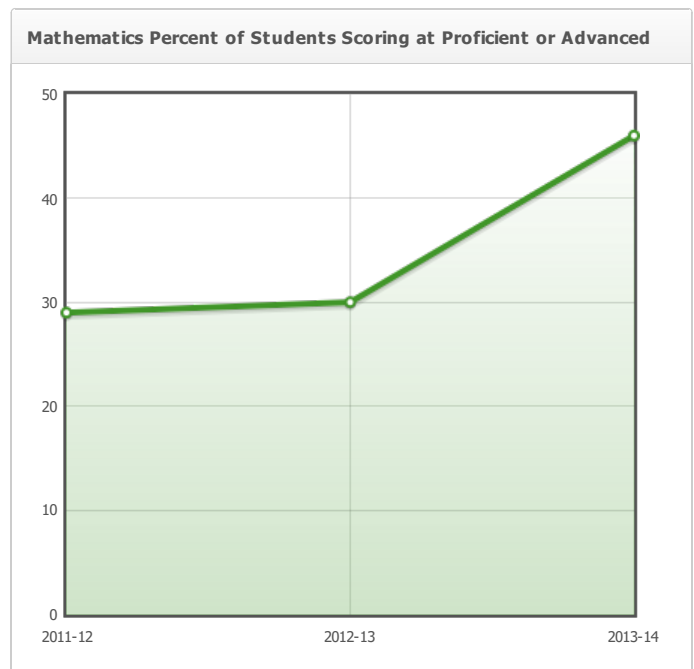
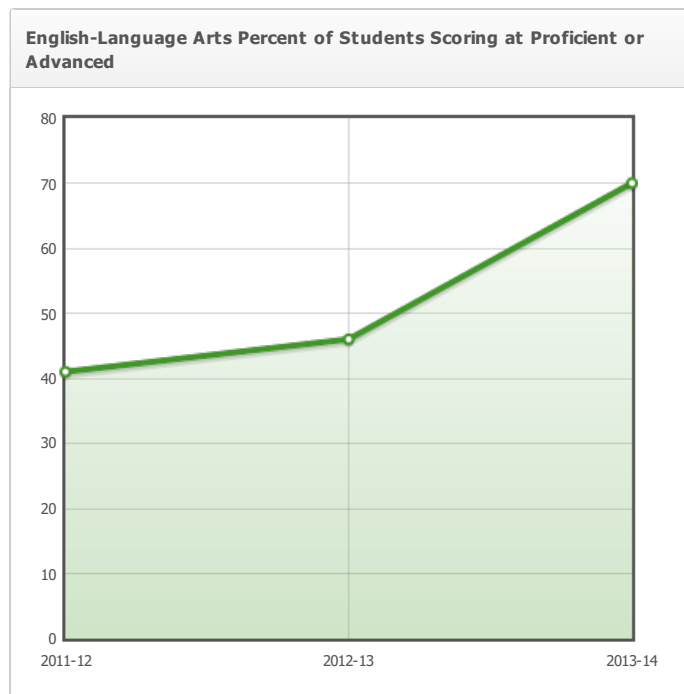
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- 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)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	41%	46%	70%	61%	65%	48%	56%	57%	56%
Mathematics	29%	30%	46%	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.



Last updated: 1/28/2015

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	30%	51%	19%	54%	33%	13%
Male	40%	55%	5%	67%	24%	10%
Female	22%	50%	28%	45%	39%	15%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	24%	65%	12%	53%	32%	16%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	28%	50%	22%	56%	31%	13%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	44%	33%	22%	57%	29%	14%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
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: 1/28/2015

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	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: 1/28/2015

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 have been very supportive of Independence High and are encouraged to take an active part in the education of their children. Opportunities for parental involvement include individualized meetings and phone and email contact with teachers, support staff and administrators. In addition, Open House and Back to School Night are held each year along with Honor Roll Assemblies, a Back to School Barbeque, Career Fair, and many other school activities. Parents serve on our School Site Council, Safety Committee every year and have served on our WASC Accreditation team during review years. We also have an advisory committee, Parents & Teachers Supporting Students (PTSS) which meets quarterly to provide guidance and feedback. Please contact us at (925) 634-2589 for more information.

State Priority: Pupil Engagement

Last updated: 2/2/2015

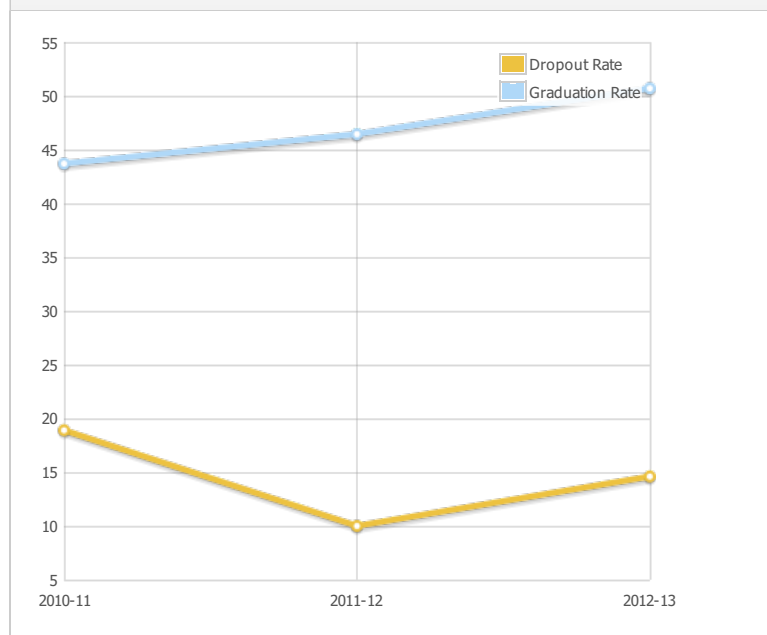
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	18.9	10.0	14.6	5.2	3.5	4.5	14.7	13.1	11.4
Graduation Rate	43.7	46.44	50.7	85.59	86.25	86.86	77.14	78.87	80.44

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



Last updated: 1/28/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	64	83	84
Black or African American	39	65	75
American Indian or Alaska Native	66	68	77
Asian	100	95	92
Filipino	50	86	92
Hispanic or Latino	59	80	80
Native Hawaiian or Pacific Islander		71	84
White	71	87	90
Two or More Races	100	89	89
Socioeconomically Disadvantaged	61	76	82
English Learners	37	50	53
Students with Disabilities	78	52	60

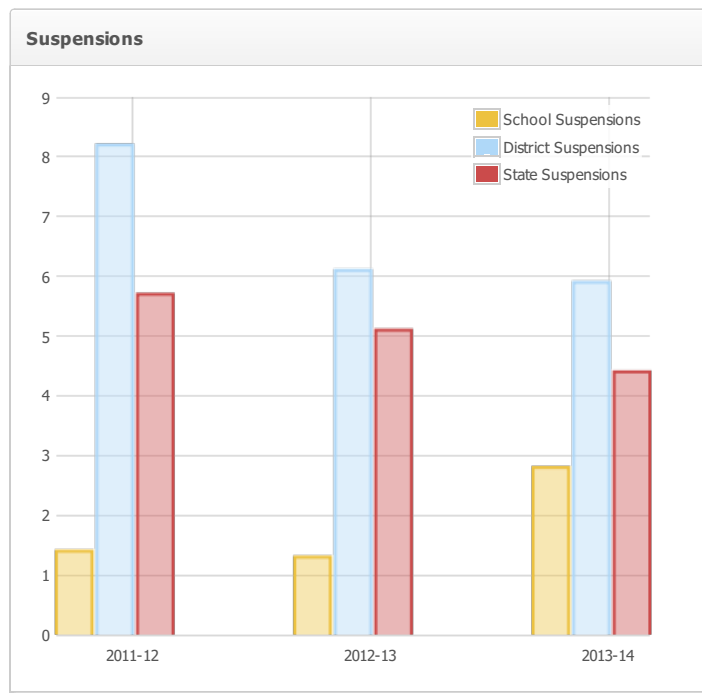
State Priority: School Climate

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

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	1.40	1.30	2.80	8.20	6.10	5.90	5.70	5.10	4.40
Expulsions	0.10	0.00	0.00	0.20	0.20	0.20	0.10	0.10	0.10



Last updated: 1/28/2015

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

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	No	Yes
Met Participation Rate - Mathematics	No	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met Graduation Rate	Yes	Yes

Last updated: 1/28/2015

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: 1/28/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	55.8	2	2	2	6.0	101		1	7.0	64	1	1
Mathematics	82.4	5	1	18	15.0	23	1	4	46.0	2	3	3
Science	9.5	2	0	0	5.0	44			10.0	19	1	
Social Science	22.5	1	1	0	6.0	89			7.0	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: 1/28/2015

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	1.0	450.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		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	\$5,480	\$1,699	\$3,782	\$74,341
District	N/A	N/A	\$4,748	\$65,276
Percent Difference – School Site and District	N/A	N/A	-20.34%	11.73%
State	N/A	N/A	\$4,690	\$72,276
Percent Difference – School Site and State	N/A	N/A	-19.00%	2.86%

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

Last updated: 1/23/2015

Types of Services Funded (Fiscal Year 2013-14)

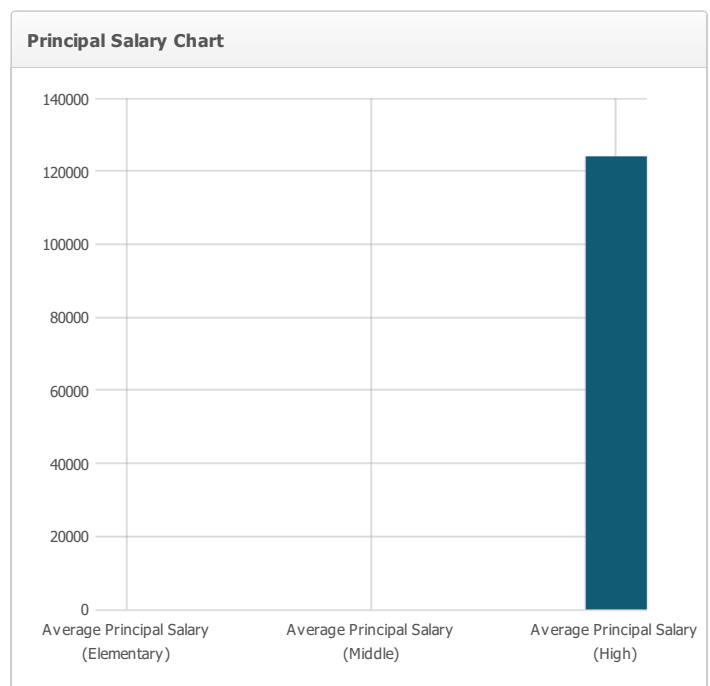
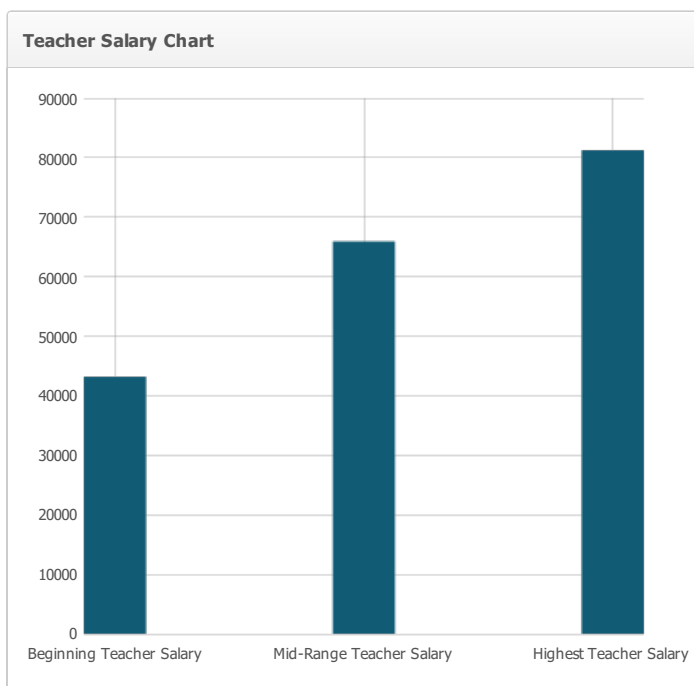
The Liberty Union High School District spends approximately \$5480.41 annually per student for this site. This includes all education costs ranging from direct salaries of teachers, custodial and maintenance, facilities, utilities, and administration. It also includes costs of support services such as 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/>.



Last updated: 1/28/2015

Advanced Placement Courses (School Year 2013-14)

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

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

*Where there are student course enrollments.

Last updated: 1/28/2015

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