

## Freedom High

### California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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 - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Liberty Union High
<b>Phone Number</b>	(925) 634-2166
<b>Superintendent</b>	Eric Volta
<b>E-mail Address</b>	<a href="mailto:voltae@luhsd.net">voltae@luhsd.net</a>
<b>Web Site</b>	<a href="http://www.libertyuhsd.k12.ca.us">www.libertyuhsd.k12.ca.us</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Freedom High
<b>Street</b>	1050 Neroly Rd.
<b>City, State, Zip</b>	Oakley, Ca, 94561-3843
<b>Phone Number</b>	925-625-5900
<b>Principal</b>	Kelly Manke, Principal
<b>E-mail Address</b>	<a href="mailto:mankek@luhsd.net">mankek@luhsd.net</a>
<b>County-District-School (CDS) Code</b>	07617210730457

*Last updated: 1/28/2016*

## School Description and Mission Statement - Most Recent Year

### School Description

In its 19th year of operation, Freedom High School is located in a rural-suburban portion of East Contra Costa County. Situated amongst new housing developments, and farm land to the east, Freedom serves students from a large and diverse student population. FHS is the largest of the three comprehensive high schools in the LUHSD. The local setting also underscores the challenge of serving both rural and suburban communities. Freedom High School is a comprehensive four-year high school that is accredited by the Western Association of Schools and Colleges. This is the fourth year of a six-year with a mid-term check accreditation, with the mid-term visit having taken place in the 2014-2015 school year. October enrollments for Freedom totaled 2664 students. The school's attendance area serves the communities of Oakley, Knightsen, Bethel Island and Northern Brentwood. FHS employs over one hundred fifteen credentialed employees and sixty classified employees. This includes eight maintenance and custodial staff who are assigned to the school on a permanent basis and are responsible for maintaining a safe and clean campus.

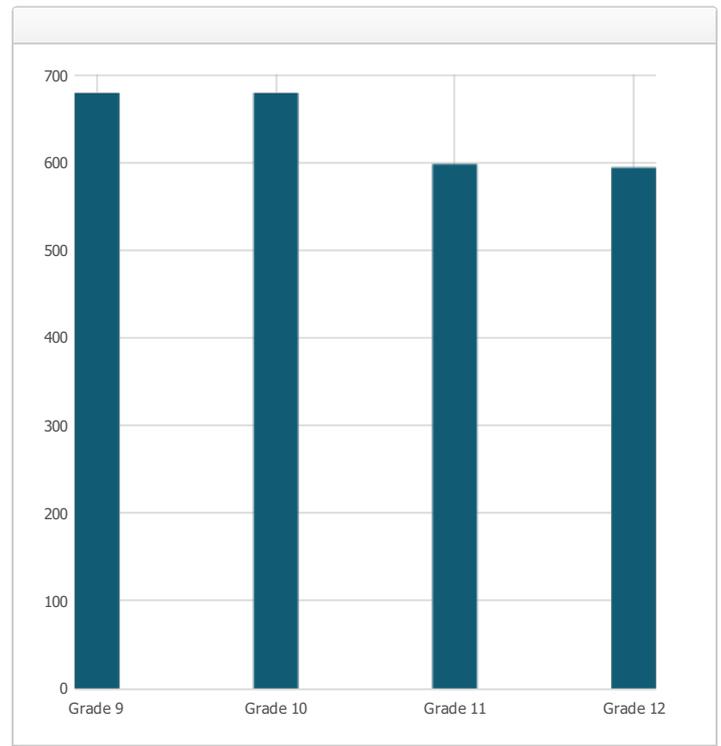
### School Mission

Freedom High School will educate students in a safe, supportive learning environment while preparing them for a successful future as productive members of society. Freedom will be the center for knowledge and pride in the community.

*Last updated: 1/28/2016*

**Student Enrollment by Grade Level (School Year 2014-15)**

Grade Level	Number of Students
Grade 9	679
Grade 10	679
Grade 11	598
Grade 12	594
Total Enrollment	2550



Last updated: 1/28/2016

**Student Enrollment by Student Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	11.0 %
American Indian or Alaska Native	0.5 %
Asian	2.6 %
Filipino	5.0 %
Hispanic or Latino	40.3 %
Native Hawaiian or Pacific Islander	0.9 %
White	37.7 %
Two or More Races	1.9 %
Socioeconomically Disadvantaged	39.6 %
English Learners	7.4 %
Students with Disabilities	14.0 %
Foster Youth	0.5 %

Last updated: 1/28/2016

## A. Conditions of Learning

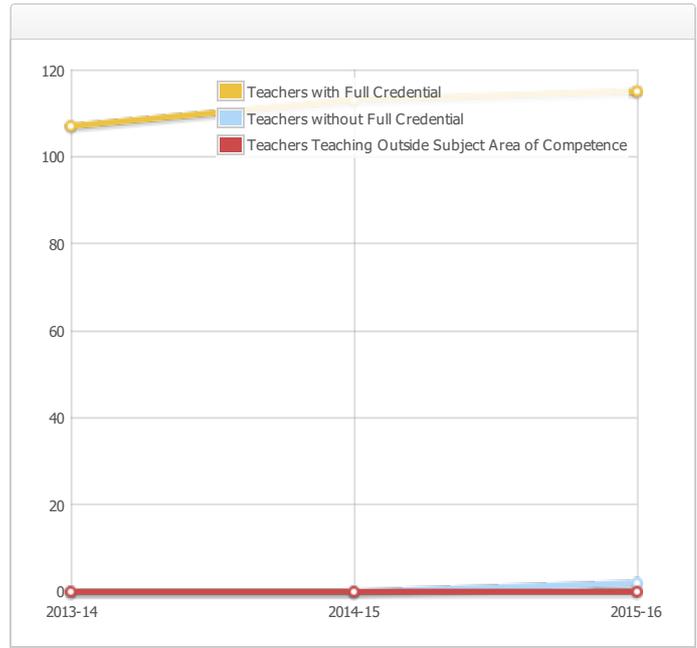
### State Priority: Basic

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

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

#### Teacher Credentials

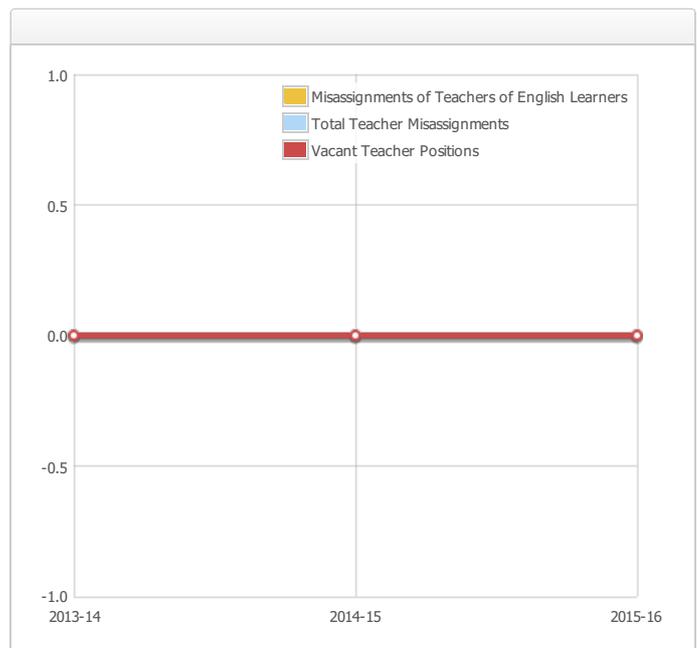
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	107	113	115	356
Without Full Credential	0	0	2	6
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/28/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/28/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

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%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	99.0%	1.0%

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 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CA Holt Literature and Language Arts - Holt, Rinehart & Winston	No	0.0 %
Mathematics	Algebra 1, BIG IDEAS Algebra 1 Common Core, Larson Geometry, BIG IDEAS Geometry Common Core, Larson Algebra 2, BIG IDEAS Algebra 2 Common Core, Larson Pre-Calculus – Functions and Graphs, Cengage, (Thompson Learning), Brooks/Cole AP Calculus – Calculus, Graphical, Numerical, Algebraic, Finney, Demana, Waits, Kennedy, Addison Wesley Longman Statistics – Modeling the World, Prentice Hall, Bock, Velleman De Veaux AP Statistics, Modeling the World, Prentice Hall, Bock, Velleman De Veaux	Yes	0.0 %
Science	Earth Science, Holt Earth Science CA, Allison, Degaetano, Pasachoff Biology, Biology, McDougal Littell Chemistry, Prentice Hall Chemistry CA edition, Wilbraham, Staley, Matta, Watterman, Prentice Hall/ Pearson Education Physics, Holt Physics, Serway and Faughn Environmental Science, Holt, Rinehart, Winston AP Biology – Biology: The Unity and Diversity of Life, Star and Taggart, Wadsworth Publishing AP Chemistry, Xumdahl, D.C. Health Biotechnology – Science for the New Millenium Entomology – Fundamentals of Entomology, Prentice Hall, Richard J. Elizinga A Survey of Entomology, Writers Club Press, Frank Young, Gene Kritsky, 12/2006	No	0.0 %
History-Social Science	World History – Patterns of Interaction, McDougall Littell, Beck US History – The Americans, McDougall Littell, Danzer American Government – Magruder’s Government, Prentice Hall, Magruder Economics – Principles & Policies, McGraw Hill, 2015, 20th AP edition AP World History – World Civilizations the Global Experience, Prentice Hall, Stearns AP US History – The Enduring Vision, 5th edition, McDougall, Littell, Boyer	No	0.0 %

	<p>AP Human Geography – Human Geography in Action, Kuby</p> <p>AP Economics – Economics, 16th edition, Glencoe, McConnell and Brue</p> <p>AP Government – American Government, 10th edition, McDougall, Littell, Wilson, and DiIulio</p> <p>AP European History – History of Western Society, McKay</p>		
Foreign Language	<p>Spanish 1-4 – Realidades, Pearson</p> <p>French 1-4 – T'es Branche, EMC/Paradigm Publisher</p> <p>German 1-3 – Portfolio Deutch, Klett-Langenschiedt</p> <p>Mandarin Chinese 1-3 – Zehn Bang</p>	Yes	0.0 %
Health	<p>Health – Glencoe Health, Glencoe, Mary. H. Bronson</p>	No	0.0 %
Visual and Performing Arts	<p>Intro to Art History – Discovering Art History, Davis Publishing</p> <p>Theater Arts 1, 2, 3 – Basic Drama Projects, 8th edition, Tanner, Fran Averett, Perfection Learning Corporation</p> <p>Beginning Art – Art Fundamentals, 9th edition, McGraw Hill, 2002</p> <p>Intermediate Art – The Annotated mona Lisa, Andrews &amp; McMeel, Carol Strikland</p> <p>Advanced Painting &amp; Drawing – Discovering Art History, 2nd edition, Gerald F. Brommer, Davis Publishing Inc.</p> <p>AP Art History – Gardner's Art Through the Ages, 10,12,13 &amp; 15 editions, De la Croix and Tansey, Harcourt Brace</p>	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	<p>Earth Science, Holt Earth Science CA, Allison, Degaetano, Pasachoff</p> <p>Biology, McDougall Littell</p> <p>Chemistry, Prentice Hall CA, Wilbraham, Staley, Matta, Watterman, Prentice Hall/Pearson Ed.</p> <p>Physics, Holt, Serway and Faughn</p> <p>Environmental Science, Holt, Rinehart, Winston</p> <p>AP Biology – Biology: The Unity and Diversity of Life, Star and Taggart, Wadsworth Publishing</p> <p>AP Chemistry, Zumdahl, D.C. Health</p> <p>Biotechnology – Science for the New Millenium</p> <p>Entomology – Fundamentals of Entomology, Prentice Hall, Richard J. Elizinga</p> <p>A Survey of Entomology, Writers Club Press, Frank Young, Gene Kritsky, 12/2006</p>	No	0.0 %

Last updated: 5/11/2016

## 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.

There are some areas with small roof leaks.

*Last updated: 5/12/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: December 2015

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

Year and month in which data were collected: December 2015

Overall Rating	Exemplary
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*Last updated: 4/13/2016*

## 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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	60.0%	44.0%
Mathematics (grades 3-8 and 11)	20.0%	30.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 4/13/2016*

## ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	579	552	95.3%	20.0%	34.0%	35.0%	12.0%
Male	579	274	47.3%	26.0%	34.0%	29.0%	11.0%
Female	579	278	48.0%	13.0%	33.0%	40.0%	13.0%
Black or African American	579	50	8.6%	32.0%	36.0%	30.0%	2.0%
American Indian or Alaska Native	579	5	0.9%	--	--	--	--
Asian	579	12	2.1%	17.0%	0.0%	75.0%	8.0%
Filipino	579	32	5.5%	22.0%	22.0%	38.0%	19.0%
Hispanic or Latino	579	230	39.7%	22.0%	40.0%	31.0%	7.0%
Native Hawaiian or Pacific Islander	579	6	1.0%	--	--	--	--
White	579	194	33.5%	12.0%	31.0%	38.0%	20.0%
Two or More Races	579	22	3.8%	27.0%	18.0%	36.0%	18.0%
Socioeconomically Disadvantaged	579	217	37.5%	25.0%	36.0%	32.0%	7.0%
English Learners	579	28	4.8%	46.0%	39.0%	14.0%	0.0%
Students with Disabilities	579	74	12.8%	50.0%	39.0%	8.0%	3.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

Last updated: 4/13/2016

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	579	552	95.3%	47.0%	33.0%	16.0%	4.0%
Male	579	275	47.5%	52.0%	28.0%	16.0%	4.0%
Female	579	277	47.8%	42.0%	37.0%	17.0%	3.0%
Black or African American	579	50	8.6%	54.0%	32.0%	12.0%	2.0%
American Indian or Alaska Native	579	5	0.9%	--	--	--	--
Asian	579	12	2.1%	33.0%	33.0%	33.0%	0.0%
Filipino	579	32	5.5%	31.0%	38.0%	13.0%	19.0%
Hispanic or Latino	579	230	39.7%	54.0%	31.0%	13.0%	1.0%
Native Hawaiian or Pacific Islander	579	6	1.0%	--	--	--	--
White	579	194	33.5%	42.0%	32.0%	21.0%	5.0%
Two or More Races	579	22	3.8%	36.0%	45.0%	14.0%	5.0%
Socioeconomically Disadvantaged	579	218	37.7%	51.0%	34.0%	13.0%	0.0%
English Learners	579	29	5.0%	90.0%	7.0%	0.0%	0.0%
Students with Disabilities	579	74	12.8%	80.0%	14.0%	5.0%	1.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 4/13/2016*

## California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	70.0%	65.0%	59.0%	66.0%	66.0%	64.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 4/13/2016

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	64.0%
All Students at the School	59.0%
Male	61.0%
Female	56.0%
Black or African American	43.0%
American Indian or Alaska Native	--
Asian	73.0%
Filipino	69.0%
Hispanic or Latino	49.0%
Native Hawaiian or Pacific Islander	--
White	68.0%
Two or More Races	--
Socioeconomically Disadvantaged	47.0%
English Learners	11.0%
Students with Disabilities	38.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 4/13/2016

## Career Technical Education Programs (School Year 2014-15)

In Freedom High School, career tech education courses are organized through career paths within school-to-career academies. The academy curriculum integrates academic and career/technical education. There are currently three academies at FHS, each with a particular focus and career paths defined by majors. A major consists of a series of related courses within a career orientation. Enrollment in an academy is voluntary for students and staff. The goal is to provide the student, at the completion of the academy program, the option of entering the job market, enrolling at a community college or technical school, or pursuing collegiate studies with a clearly articulated academic background in a particular area. Students who complete an academy program are honored at graduation with a special designation, such as a stole, medallion or pin. Students are encouraged to explore our academy offerings and join the academy that best fits their personal interests and post-high school goals. Each academy has a site administrator assigned to work with the academy and its students. Our academies have seen a great deal of restructuring over the past several years in order to increase rigor and provide meaningful experiences for students. Currently, we have three active academies. Professional Human Development (PHD) Academy prepares students for those who want to major in teaching, medical/sports medicine, psychology, law enforcement, and fire science. The STEM (Science, Technology, Engineering, and Math) Academy prepares students who want to major in such fields. Finally, the Communications Academy prepares students who want to study media communications, business and the arts.

*Last updated: 5/13/2016*

## Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1371
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	96.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	7.0%

*Last updated: 5/13/2016*

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

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	99.2%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	42.9%

# State Priority: Other Pupil Outcomes

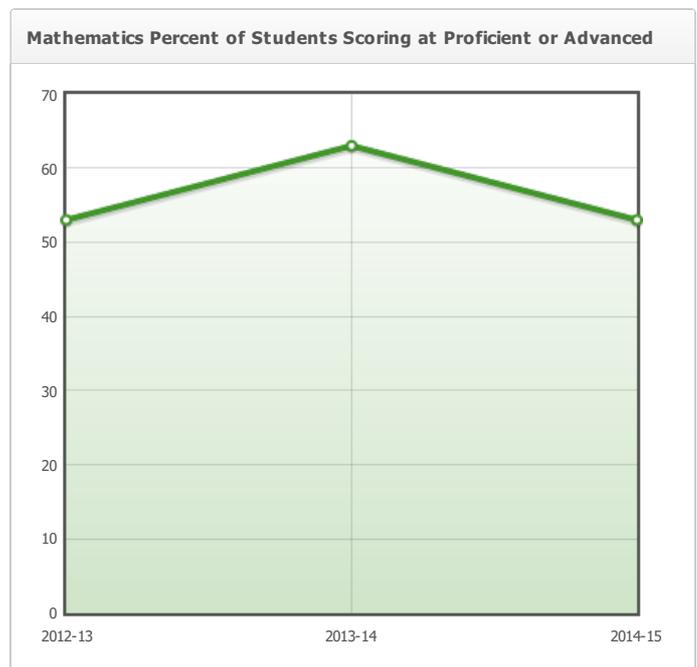
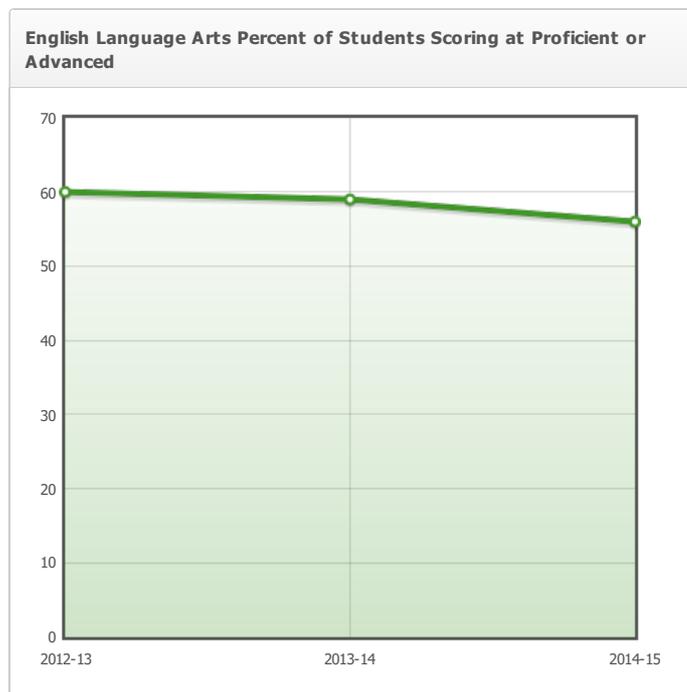
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	60.0%	59.0%	56.0%	65.0%	48.0%	51.0%	57.0%	56.0%	58.0%
Mathematics	53.0%	63.0%	53.0%	62.0%	49.0%	49.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 4/13/2016

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if****applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	35.0%	29.0%	36.0%	39.0%	44.0%	18.0%
All Students at the School	44.0%	30.0%	26.0%	47.0%	42.0%	11.0%
Male	48.0%	32.0%	21.0%	47.0%	42.0%	10.0%
Female	39.0%	28.0%	32.0%	46.0%	42.0%	12.0%
Black or African American	59.0%	30.0%	11.0%	65.0%	28.0%	6.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	38.0%	25.0%	38.0%	38.0%	63.0%	0.0%
Filipino	37.0%	29.0%	34.0%	45.0%	37.0%	18.0%
Hispanic or Latino	48.0%	28.0%	23.0%	51.0%	40.0%	9.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	35.0%	32.0%	33.0%	38.0%	48.0%	14.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	57.0%	27.0%	16.0%	57.0%	37.0%	6.0%
English Learners	88.0%	12.0%	0.0%	82.0%	18.0%	0.0%
Students with Disabilities	88.0%	11.0%	1.0%	81.0%	15.0%	3.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 4/13/2016*

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.4%	32.5%	45.6%

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: 4/13/2016*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement - Most Recent Year

Parents have the ability to support Freedom High School formally through organizations such as Athletic Boosters, Music Boosters, Choral Boosters, Art Boosters, School Site Council, Parent Advisory Group, Coffee with the Principal, ELAC/DLAC and volunteer opportunities on site. Parents are also encouraged to attend events such as Back to School Night, Open House, Falcon Festival as well as sporting events and various student performances. Parents can also meet with teachers, counselors and administration as needed to discuss their student's school progress and performance. Parents can also participate on the School Site Council (SSC). The School Site Council (SSC) is composed of parents, students, teachers, administrators, and classified staff members. It oversees the title 1 plan which supports the school in trying to close the achievement gaps for certain populations. It also monitors the Single Plan for Student Achievement, and authorizes expenditures for school wide professional development.

Parents may contact the school directly by calling 925-625-5900 or by accessing our website at [luhsd.net/freedom](http://luhsd.net/freedom) to obtain more information or make direct contact.

### State Priority: Pupil Engagement

*Last updated: 5/11/2016*

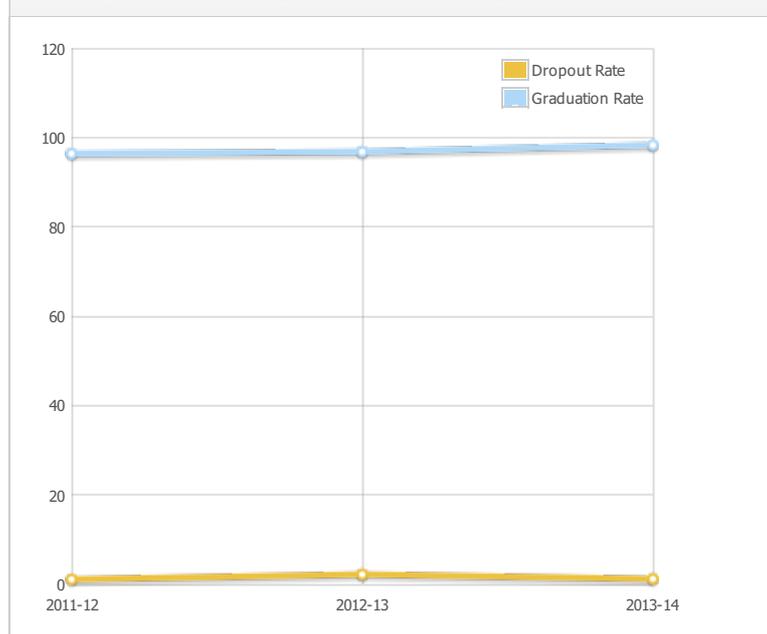
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	1.1%	2.2%	1.2%	3.5%	4.5%	4.0%	13.1%	11.4%	11.5%
Graduation Rate	96.40	96.80	98.30	86.30	86.90	88.80	78.87	80.44	80.95

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





**Completion of High School Graduation Requirements**

<b>Student Group</b>	<b>Graduating Class of 2014</b>		
	<b>School</b>	<b>District</b>	<b>State</b>
All Students	95	84	84
Black or African American	90	73	76
American Indian or Alaska Native	94	53	78
Asian	89	91	92
Filipino	93	90	96
Hispanic or Latino	67	83	81
Native Hawaiian or Pacific Islander	87	100	83
White	84	88	89
Two or More Races	73	92	82
Socioeconomically Disadvantaged	53	80	81
English Learners	91	43	50
Students with Disabilities	90	59	61
Foster Youth	--	--	--

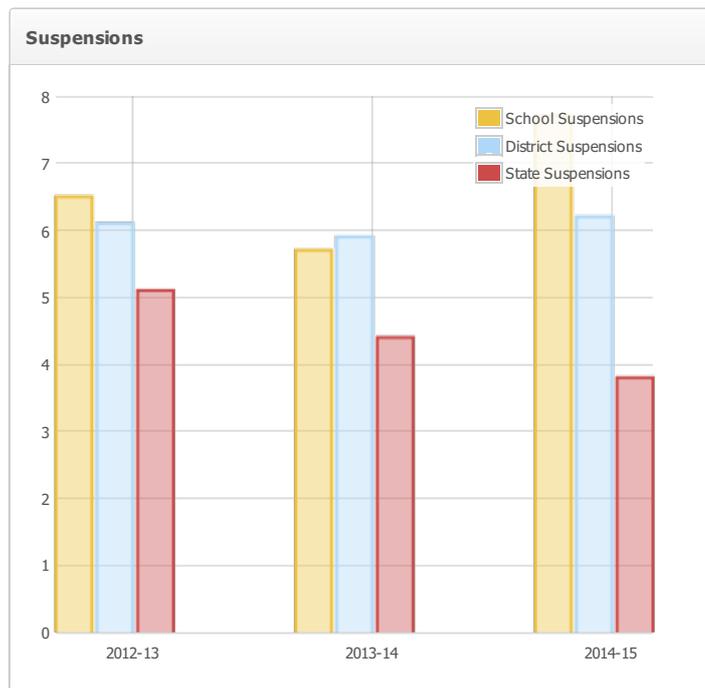
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.5	5.7	7.7	6.1	5.9	6.2	5.1	4.4	3.8
Expulsions	0.3	0.1	0.1	0.2	0.2	0.1	0.1	0.1	0.1



Last updated: 4/13/2016

## 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: 4/13/2016

## 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	Yes	Yes	

*Last updated: 4/13/2016*

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

*Last updated: 4/13/2016*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13				2013-14				2014-15			
	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	30.0	13	47	37	30.0	17	28	56	29.0	15	56	33
Mathematics	27.0	18	68	17	28.0	11	71	22	23.0	17	16	5
Science	30.0	5	52	17	30.0	3	52	15	30.0	3	51	16
Social Science	31.0	7	36	43	32.0	4	33	47	30.0	8	47	35

\* 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: 4/13/2016

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	620.0
Counselor (Social/Behavioral or Career Development)	0.0	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	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	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: 1/28/2016

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7580.0	\$1660.9	\$5919.1	\$68494.0
District	N/A	N/A	\$0.0	\$67084.0
Percent Difference – School Site and District	N/A	N/A	0.0%	2.1%
State	N/A	N/A	\$5348.0	\$74908.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 5/13/2016

## Types of Services Funded (Fiscal Year 2014-15)

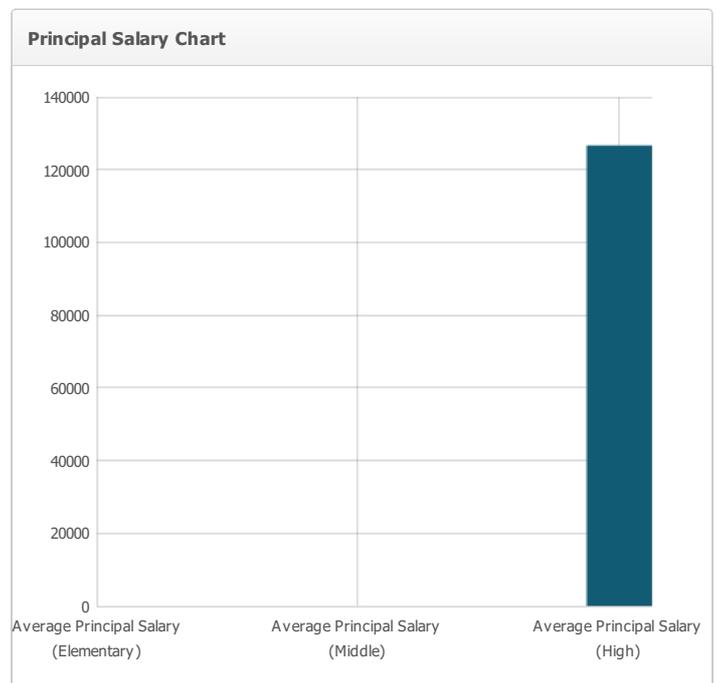
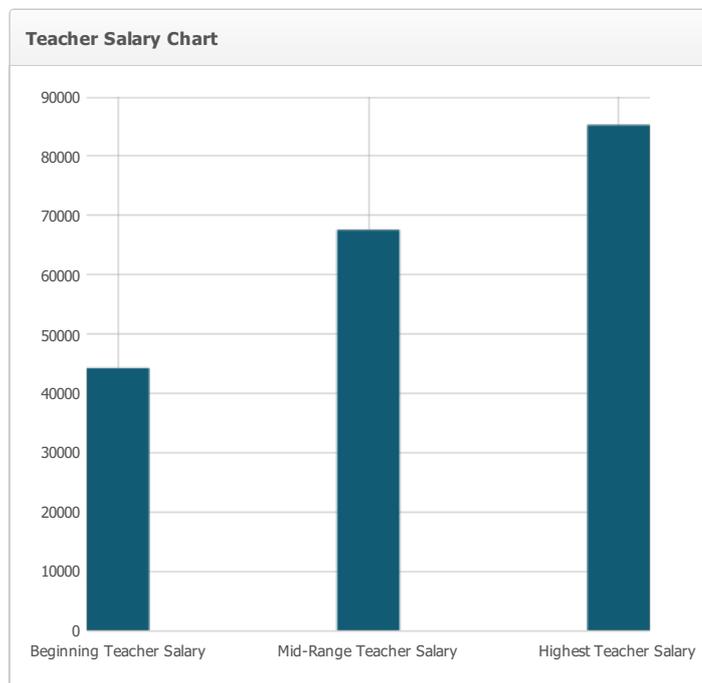
The Liberty Union High School District spends approximately \$7579.98 annually per student for this site. This includes all education costs ranging from direct salaries of teachers, custodial and maintenance, facilities, utilities, and administration. It also includes costs of support services such as counseling, library and media services, and special State and Federal categorical funds.

Last updated: 5/11/2016

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,260	\$44,363
Mid-Range Teacher Salary	\$67,574	\$71,768
Highest Teacher Salary	\$85,278	\$92,368
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	\$121,276
Average Principal Salary (High)	\$126,660	\$133,673
Superintendent Salary	\$174,038	\$210,998
Percent of Budget for Teacher Salaries	40.0%	36.0%
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: 4/13/2016

**Advanced Placement Courses (School Year 2014-15)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	7	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	11	N/A
All Courses	23	0.4%

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

\*Where there are student course enrollments.

Note : AP means Advanced Placement.

*Last updated: 4/13/2016*

**Professional Development – Most Recent Three Years**

Focus areas for professional development are based on our Local Control Accountability Plan (LCAP), assessment data, our district Strategic Plan, and the Common Core State Standards (CCSS). We have initiated content coaches for ELA, Science and Math to help focus on improving student achievement and improving the delivery of curriculum. In addition, we hold two district-wide Professional Development Days during the school year. Each school site also has Professional Learning Communities (PLC's) for the purpose of teacher collaboration, data analysis, sharing best and curriculum development.

*Last updated: 5/11/2016*