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

School Contact Information - Most Recent Year	
School Name	Independence High
Street	929 Second St.
City, State, Zip	Brentwood, Ca, 94513-1137
Phone Number	925-634-2589
Principal	Mr. Guy Rognlien, Principal
E-mail Address	rognlien@luhsd.net
County-District-School (CDS) Code	07617210730572

Last updated: 4/14/2016

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.

Our Wheel program format has students attending IHS at least once a week and seen by each CORE subject matter teacher (except mathematics), during a two hour period (same day). Students also have the opportunity to participate in electives on or off the Wheel. Students receive weekly assignments at that time and are expected to spend a minimum of 20 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 Student Leadership program and our Outdoor Wetlands Learning program (OWL program).

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

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

Our Motto is *Inspiration *Dedication *Graduation

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

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

Student Learning Outcomes-

Upon graduation students will be . . .

1) self directed learners who:

- use high order thinking skills of application, analysis, synthesis and evaluation in practical situations

- demonstrate technological literacy by using skills to calculate,solve problems, and collect data

- develop a personal career path and/or educational plan

2) effective, clear communicators who:

- read, write, speak, and listen reflectively and critically

- convey and understand ideas, feelings, and beliefs through written and oral expression

- utilize technology effectively to convey ideas and share learning

3) responsible citizens who:

- advocate for themselves.in order to make the transition into the world of work or future education

- contribute to the welfare of self, the school community, the environment, and the world

- demonstrate respect for diversity of culture, language, and opinion

Last updated: 5/12/2016

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

Grade Level	Number of Students
Grade 9	9
Grade 10	28
Grade 11	82
Grade 12	212
Total Enrollment	331
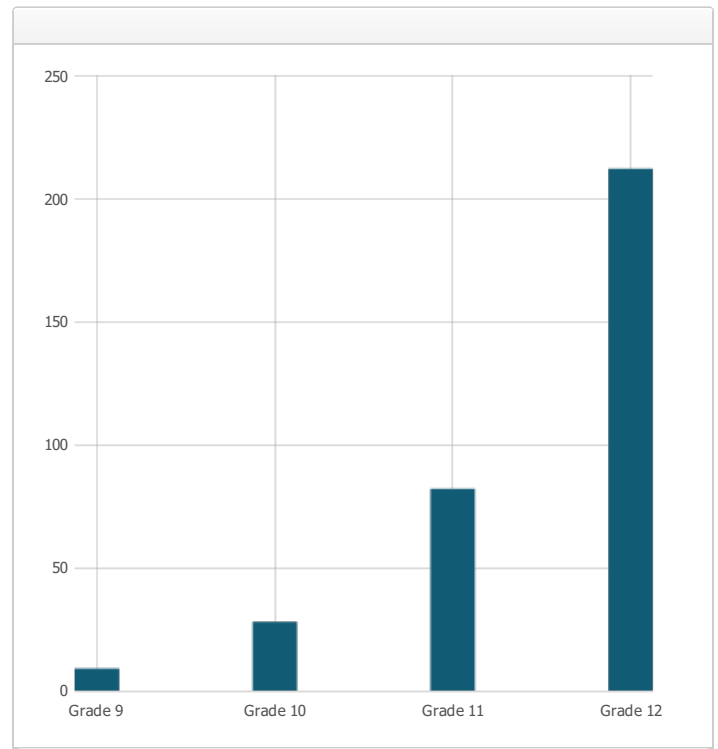
Last updated: 4/14/2016

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

| Student Group	Percent of Total Enrollment
Black or African American	8.2 %
American Indian or Alaska Native	0.6 %
Asian	1.2 %
Filipino	1.8 %
Hispanic or Latino	33.8 %
Native Hawaiian or Pacific Islander	0.9 %
White	48.3 %
Two or More Races	5.1 %
Socioeconomically Disadvantaged	27.5 %
English Learners	6.3 %
Students with Disabilities	13.3 %
Foster Youth	0.0 %

Last updated: 4/14/2016

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	10	11	14	356
Without Full Credential	1	0	0	6
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
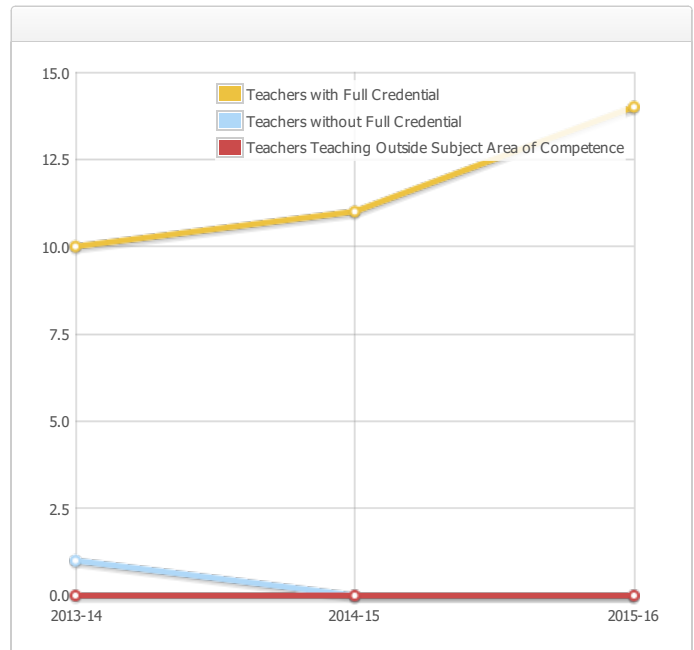
Last updated: 5/12/2016

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
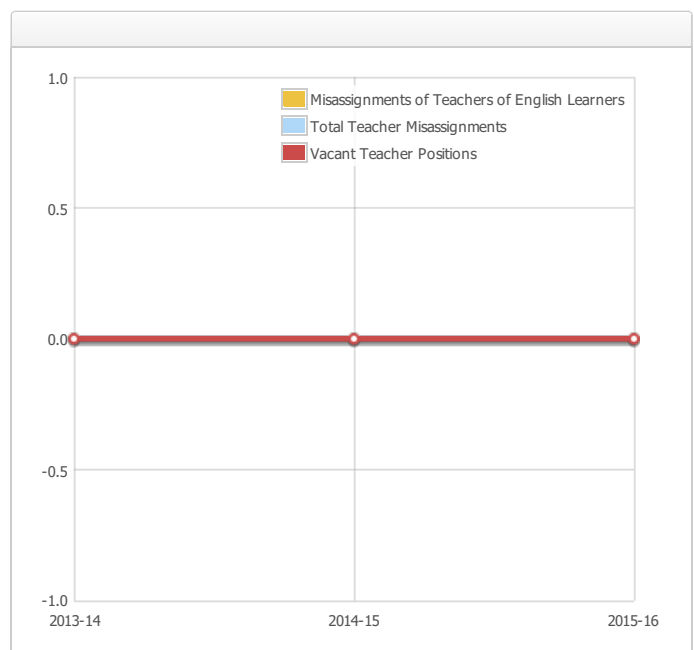
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 5/12/2016

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 %

	AP Human Geography – Human Geography in Action, Kuby		
	AP Economics – Economics, 16th edition, Glencoe, McConnell and Brue		
	AP Government – American Government, 10th edition, McDougall, Littell, Wilson, and Dilulio		
	AP European History – History of Western Society, McKay		
Foreign Language	Spanish 1-4 – Realidades, Pearson French 1-4 – T'es Branche, EMC/Paradign Publisher German 1-3 – Portfolio Deutch, Klett-Langenschiedt Mandarin Chinese 1-3 – Zehn Bang	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 Publishing Theater Arts 1, 2, 3 – Basic Drama Projects, 8th edition, Tanner, Fran Averett, Perfection Learning Corporation Beginning Art – Art Fundamentals, 9th edition, McGraw Hill, 2002 Intermediate Art – The Annotated mona Lisa, Andrews & McMeel, Carol Strikland Advanced Painting & Drawing – Discovering Art History, 2nd edition, Gerald F. Brommer, Davis Publishing Inc. AP Art History – Garderner's Art Through the Ages, 10,12,13 & 15 editions, De la Croix and Tansey, Harcourt Brace	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	Earth Science, Holt Earth Science CA, Allison, Degaetano, Pasachoff Biology, McDougall Littell Chemistry, Prentice Hall CA, Wilbraham, Staley, Matta, Watterman, Prentice Hall/Pearson Ed. Physics, Holt, Serway and Faughn Environmental Science, Holt, Rinehart, Winston AP Biology – Biology: The Unity and Diversity of Life, Star and Taggart, Wadsworth Publishing AP Chemistry, Zumdahl, 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 %

Last updated: 5/13/2016

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 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.

Site currently in good condition.

Last updated: 5/13/2016

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

Last updated: 5/13/2016

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)

| | Percent of Students Meeting or Exceeding the State Standards | | |
Subject	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	60.0%	44.0%
Mathematics (grades 3-8 and 11)	10.0%	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: 4/14/2016

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	127	95	74.8%	23.0%	31.0%	32.0%	11.0%
Male	127	40	31.5%	35.0%	38.0%	20.0%	5.0%
Female	127	55	43.3%	15.0%	25.0%	40.0%	15.0%
Black or African American	127	4	3.1%	--	--	--	--
American Indian or Alaska Native	127	1	0.8%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	127	0	0.0%	--	--	--	--
Hispanic or Latino	127	38	29.9%	26.0%	34.0%	29.0%	11.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	127	50	39.4%	20.0%	26.0%	34.0%	12.0%
Two or More Races	127	2	1.6%	--	--	--	--
Socioeconomically Disadvantaged	127	25	19.7%	36.0%	20.0%	32.0%	8.0%
English Learners	127	7	5.5%	--	--	--	--
Students with Disabilities	127	8	6.3%	--	--	--	--
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: 4/14/2016

Mathematics - 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	127	90	70.9%	67.0%	14.0%	8.0%	2.0%
Male	127	41	32.3%	63.0%	20.0%	5.0%	0.0%
Female	127	49	38.6%	69.0%	10.0%	10.0%	4.0%
Black or African American	127	5	3.9%	--	--	--	--
American Indian or Alaska Native	127	1	0.8%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	127	0	0.0%	--	--	--	--
Hispanic or Latino	127	37	29.1%	73.0%	14.0%	3.0%	3.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	127	45	35.4%	60.0%	18.0%	13.0%	2.0%
Two or More Races	127	2	1.6%	--	--	--	--
Socioeconomically Disadvantaged	127	21	16.5%	81.0%	10.0%	5.0%	0.0%
English Learners	127	7	5.5%	--	--	--	--
Students with Disabilities	127	8	6.3%	--	--	--	--
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: 4/14/2016

California Standards Tests 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	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	20.0%	48.0%	35.0%	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: 4/14/2016

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	35.0%
Male	40.0%
Female	32.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	45.0%
Native Hawaiian or Pacific Islander	--
White	25.0%
Two or More Races	--
Socioeconomically Disadvantaged	40.0%
English Learners	--
Students with Disabilities	--
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: 4/14/2016

Career Technical Education Programs (School Year 2014-15)

Independence High School (IHS) offers ROP and non-ROP Environmental Science courses. IHS 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. 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 Environmental Science classes are 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 w here 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: 5/12/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	126
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: 5/13/2016

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

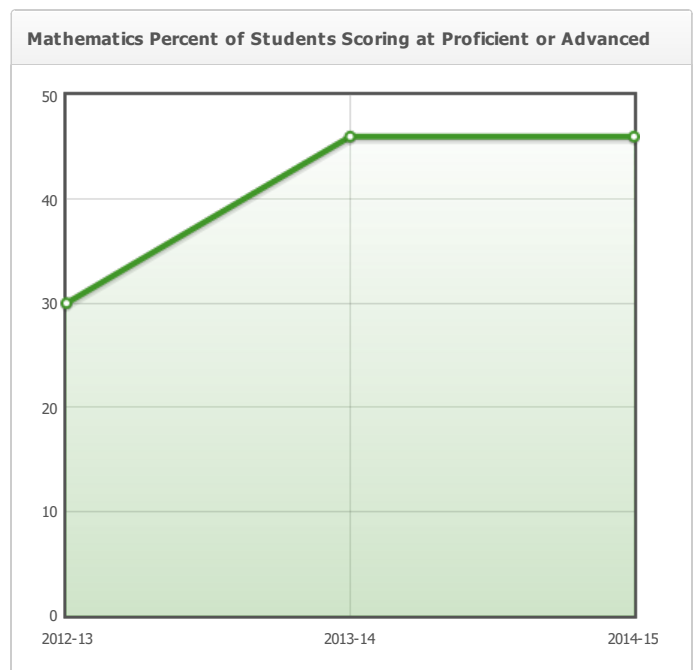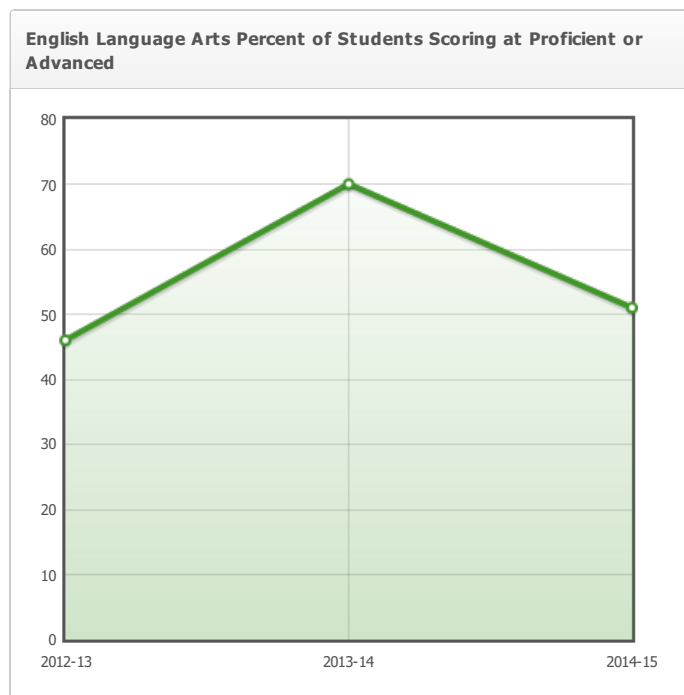| UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	96.7%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	1.6%

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)

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	46.0%	70.0%	51.0%	65.0%	48.0%	51.0%	57.0%	56.0%	58.0%
Mathematics	30.0%	46.0%	46.0%	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.

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 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	49.0%	30.0%	22.0%	54.0%	40.0%	6.0%
Male	53.0%	20.0%	27.0%	31.0%	69.0%	0.0%
Female	45.0%	36.0%	18.0%	68.0%	23.0%	9.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	40.0%	40.0%	20.0%	53.0%	42.0%	5.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
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: 4/14/2016

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	--	--	--

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: 4/14/2016

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 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. Administrators are also available for meetings and conversations each Monday and Wednesdays evenings until 9:00pm. In addition, Open House and Back to School Nights 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. Please visit our website at www.luhsd.net/independence or contact us at (925) 634-2589 for more information.

# State Priority: Pupil Engagement

Last updated: 5/12/2016

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	10.0%	14.6%	19.5%	3.5%	4.5%	4.0%	13.1%	11.4%	11.5%
Graduation Rate	46.40	50.70	41.50	86.30	86.90	88.80	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
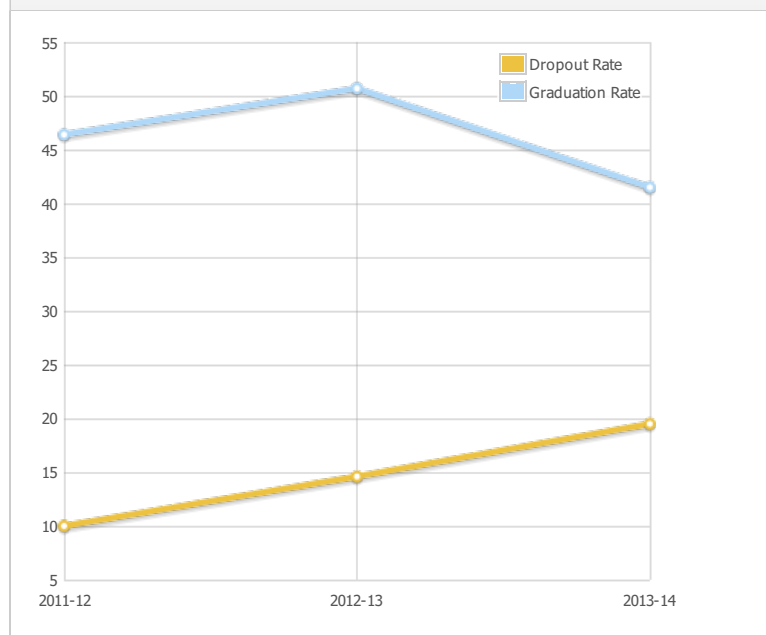
Last updated: 4/14/2016

Completion of High School Graduation Requirements

| Student Group	Graduating Class of 2014		
	School	District	State
All Students	50	84	84
Black or African American	45	73	76
American Indian or Alaska Native	57	53	78
Asian	75	91	92
Filipino	42	90	96
Hispanic or Latino	28	83	81
Native Hawaiian or Pacific Islander	48	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	1.3	2.8	2.6	6.1	5.9	6.2	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1	0.1

Suspensions

Expulsions
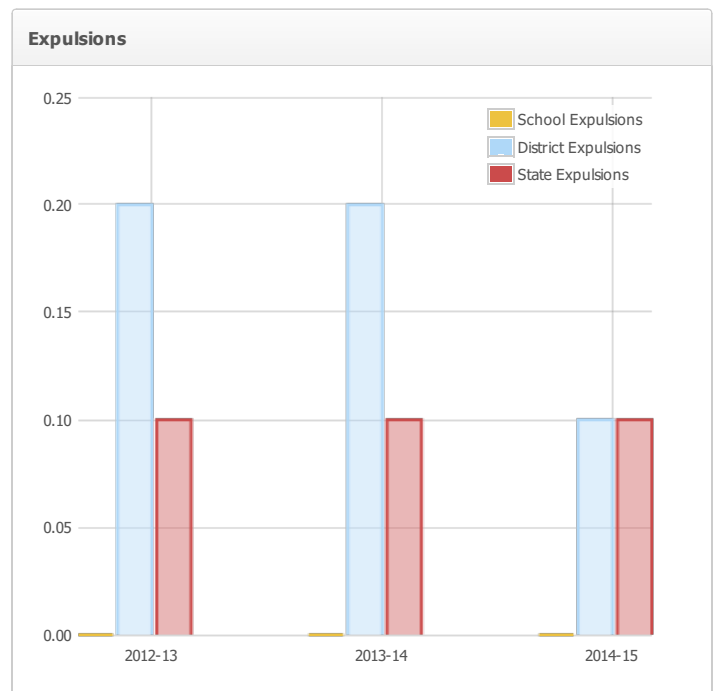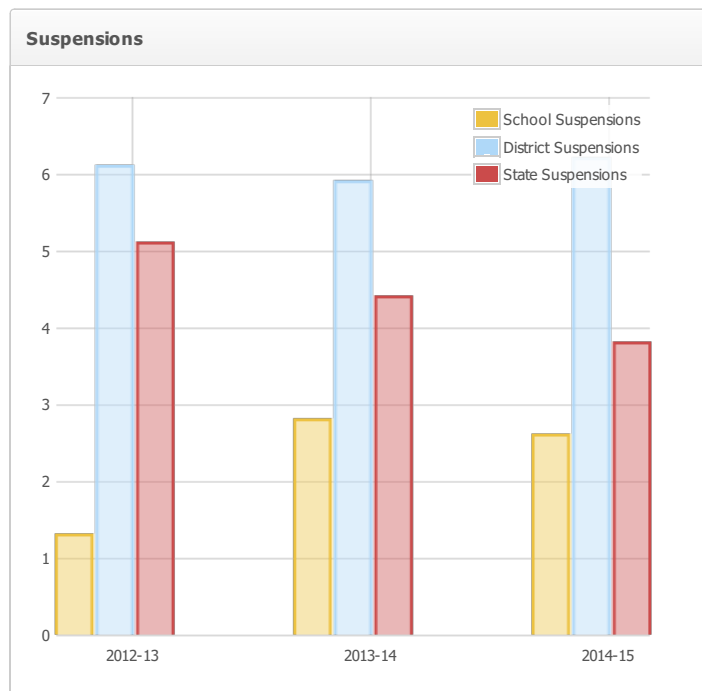
Last updated: 4/14/2016

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: 4/14/2016

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	No	No	
Met Participation Rate - English Language Arts	No	Yes	
Met Participation Rate - Mathematics	No	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: 4/14/2016

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: 4/14/2016

Average Class Size and Class Size Distribution (Secondary)

| | 2012-13 | | | | 2013-14 | | | | 2014-15 | | | |
| | | 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	6.0	101		1	7.0	64	1	1	5.0	69	1	
Mathematics	15.0	23	1	4	55.0	2	3	3	19.0	3	2	1
Science	5.0	44			10.0	19	1		6.0	35		
Social Science	6.0	89			7.0	55			4.0	74		

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

Last updated: 4/14/2016

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	361.0	1.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 5/12/2016

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	$9245.1	$2686.7	$6558.4	$79011.0
District	N/A	N/A	$0.0	$67084.0
Percent Difference – School Site and District	N/A	N/A	0.0%	-5.5%
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 $9245.08 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: 5/13/2016

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/ .

Teacher Salary Chart

Principal Salary Chart
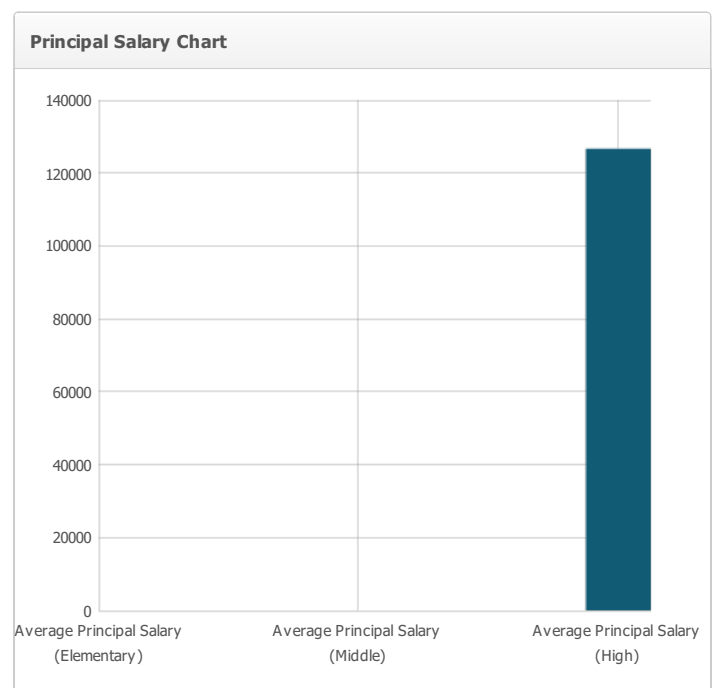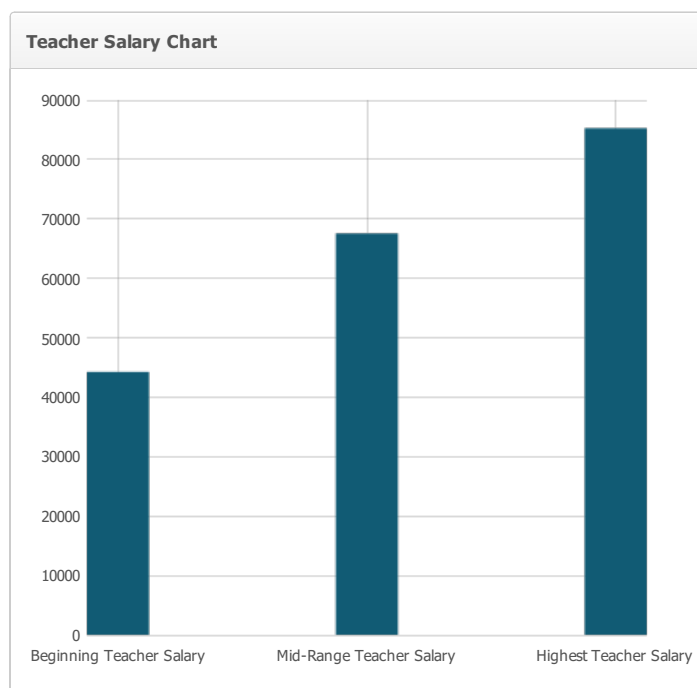
Last updated: 4/14/2016

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: 5/13/2016