

Independence High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Liberty Union High
Phone Number	(925) 634-2166
Superintendent	Eric Volta
E-mail Address	voltae@luhsd.net
Web Site	www.libertyuhd.k12.ca.us

School Contact Information (School Year 2016-17)	
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
Web Site	luhsd.net/independence
County-District-School (CDS) Code	07617210730572

Last updated: 1/5/2017

School Description and Mission Statement (School Year 2016-17)

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

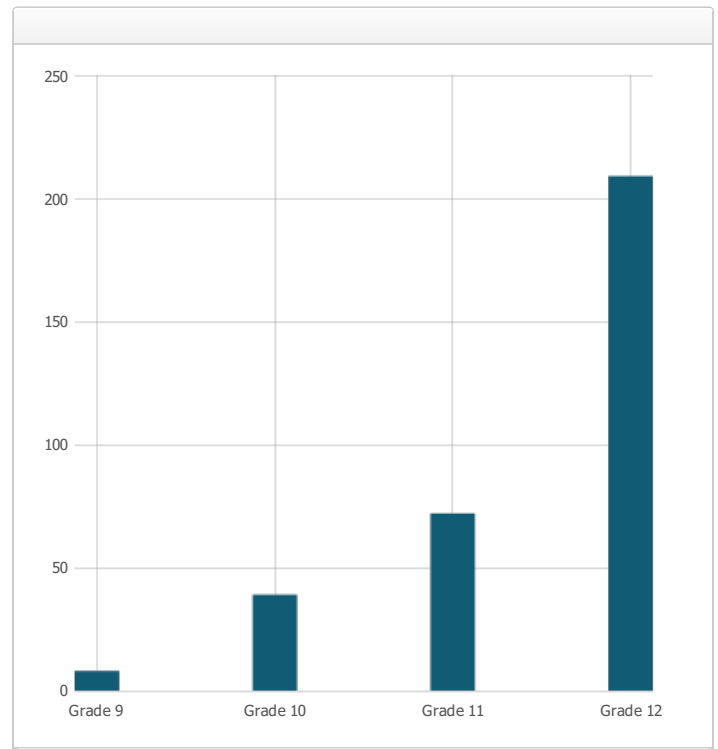
3) responsible citizens who:

- 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: 1/23/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	8
Grade 10	39
Grade 11	72
Grade 12	209
Total Enrollment	328



Last updated: 1/5/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	7.9 %
American Indian or Alaska Native	0.9 %
Asian	0.9 %
Filipino	0.9 %
Hispanic or Latino	38.7 %
Native Hawaiian or Pacific Islander	0.3 %
White	46.3 %
Two or More Races	3.7 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	30.5 %
English Learners	9.5 %
Students with Disabilities	13.7 %
Foster Youth	0.0 %

Last updated: 1/5/2017

A. Conditions of Learning

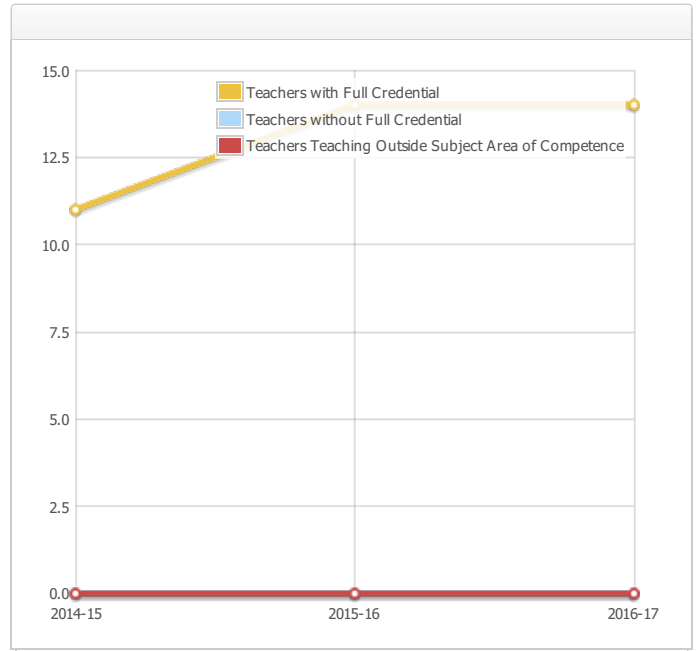
State Priority: Basic

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

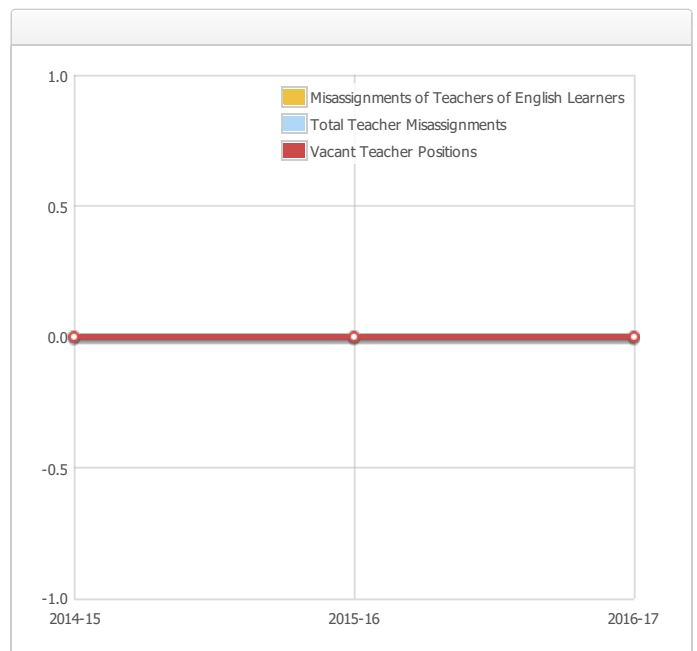
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	11	14	14	357
Without Full Credential	0	0	0	7
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/4/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/4/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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.

Last updated: 1/5/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

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"> Springboard, CollegeBoard, grades 9-12 AP English, Gardner's Art Through the Ages, 2016 	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> 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, 2008 AP Calculus – Calculus, Graphical, Numerical, Algebraic, Finney, Demana, Waits, Kennedy, Addison Wesley Longman, 12th ed., 2013 Statistics – Modeling the World, Prentice Hall, Bock, Velleman De Veaux, 4th ed., 2014 AP Statistics, Modeling the World, Prentice Hall, Bock, Velleman De Veaux, 4th ed., 2015 	Yes	0.0 %
Science	<ul style="list-style-type: none"> Earth Science, Holt Earth Science CA, Allison, Degaetano, Pasachoff, 2007 Biology, Biology, McDougal Littell, 2008 Chemistry, Prentice Hall Chemistry CA edition, Wilbraham, Staley, Matta, Watterman, Prentice Hall/ Pearson Education, 2007 Physics, Holt Physics, Serway and Faughn, 2007 Environmental Science, Holt, Rinehart, Winston A.Friedland, 2012 (WH Freeman) AP Biology – Biology: The Unity and Diversity of Life, Star Thompson Pub., 11th ed., 2006 AP Chemistry, Xumdahl, D.C. Health, 7th ed., 2007 Biotechnology – Science for the New Millenium, 2012 Entomology – Fundamentals of Entomology, Prentice Hall, Richard J. Elizinga, 6th ed., 2004 	No	0.0 %
History-Social Science	<ul style="list-style-type: none"> World History – Patterns of Interaction, McDougall Littell, Beck, 2006 US History – The Americans, McDougall Littell, Danzer, 2006 American Government – Magruder's Government, Prentice Hall, Magruder, 2006 Economics – Principles & Policies, Prentice Hall, 2007 AP World History – World Civilizations the Global Experience, Prentice Hall, Stearns, 5th ed., 2007 AP US History – 'Give Me Liberty', 2014, 3rd edition, W.W. Norton AP Human Geography – Human Geography in Action, Kuby, 3rd ed., 2004 AP Economics – Economics, Prentice Hall, 15th ed., 2015 AP Government – American Government, 10th edition, McDougall, Littell, Wilson, and Dilulio, 2006 AP European History – History of Western Society, McKay, 8th ed., 2006 AP Psychology – Myers Psychology, 2nd ed., 2014 	No	0.0 %

Foreign Language	<ul style="list-style-type: none"> • Spanish 1-4 – Realidades, Pearson • French 1-4 – T'es Branche, EMC/Paradigm Publisher • German 1-3 – Portfolio Deutch, Klett-Langenschiedt • Mandarin Chinese 1-3 – Zehn Bang 	Yes	0.0 %
Health	<ul style="list-style-type: none"> • Health – Glencoe Health, Glencoe, Mary. H. Bronson, 2014 	No	0.0 %
Visual and Performing Arts	<ul style="list-style-type: none"> • Intro to Art History - Gardner's Art Through the Ages, 15th ed., 2016 • Theater Arts 1, 2, 3 – Basic Drama Projects, 8th edition, Tanner, Fran Averett, Perfection Learning Corporation, 8th ed., 2004 • Beginning Art – Art Fundamentals, 9th edition, McGraw Hill, 2002 • Intermediate Art – The Annotated Mona Lisa, Andrews & McMeel, Carol Strikland • AP Art History – Gardner's Art Through the Ages, 10,12,13 & 15 editions, De la Croix and Tansey, Harcourt Brace, 2016 	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/4/2017

School Facility Conditions and Planned Improvements

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.

Site currently in good condition with the exception of some small roof leaks from this winter

Last updated: 4/5/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Exemplary
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Last updated: 4/5/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	44.0%	44.0%	61.0%	66.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	11.0%	12.0%	30.0%	33.0%	34.0%	36.0%

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.

Last updated: 1/5/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	113	101	89.4%	44.0%
Male	59	51	86.4%	41.2%
Female	54	50	92.6%	46.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	29	96.7%	25.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	64	57	89.1%	47.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	36	87.8%	31.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/5/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	113	98	86.7%	12.2%
Male	59	49	83.1%	12.2%
Female	54	49	90.7%	12.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	26	86.7%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	64	57	89.1%	15.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	35	85.4%	2.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/5/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	48.0%	35.0%	35.0%	66.0%	64.0%	63.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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: 1/9/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	70	55	78.6%	34.6%
Male	25	22	88.0%	31.8%
Female	45	33	73.3%	36.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	--	--	--	--
Hispanic or Latino	20	16	80.0%	37.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	36	29	80.6%	37.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	21	75.0%	9.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/9/2017

Career Technical Education Programs (School Year 2015-16)

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 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: 1/23/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	72
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 4/5/2017

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	96.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	2.3%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

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

Last updated: 1/9/2017

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 (School Year 2016-17)

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.luhdsd.net/independence or contact us at (925) 634-2589 for more information.

State Priority: Pupil Engagement

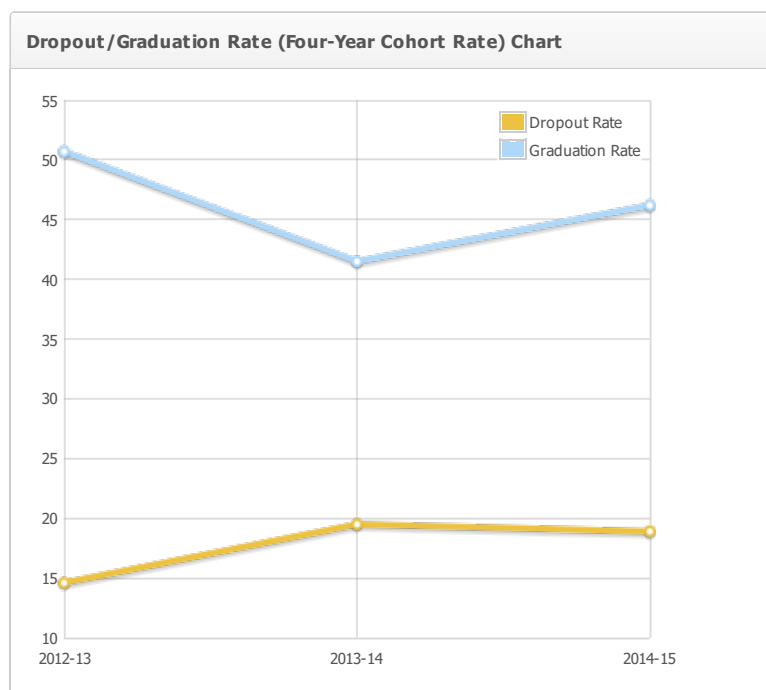
Last updated: 1/23/2017

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	14.6%	19.5%	18.9%	4.5%	4.0%	3.4%	11.4%	11.5%	10.7%
Graduation Rate	50.70	41.50	46.20				80.44	80.95	82.27



Last updated: 1/23/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	63	86	85
Black or African American	45	77	77
American Indian or Alaska Native	0	57	75
Asian	50	95	99
Filipino	50	88	97
Hispanic or Latino	73	87	84
Native Hawaiian or Pacific Islander	100	100	85
White	63	87	87
Two or More Races	38	84	91
Socioeconomically Disadvantaged	68	85	77
English Learners	44	58	51
Students with Disabilities	50	62	68
Foster Youth	--	--	--

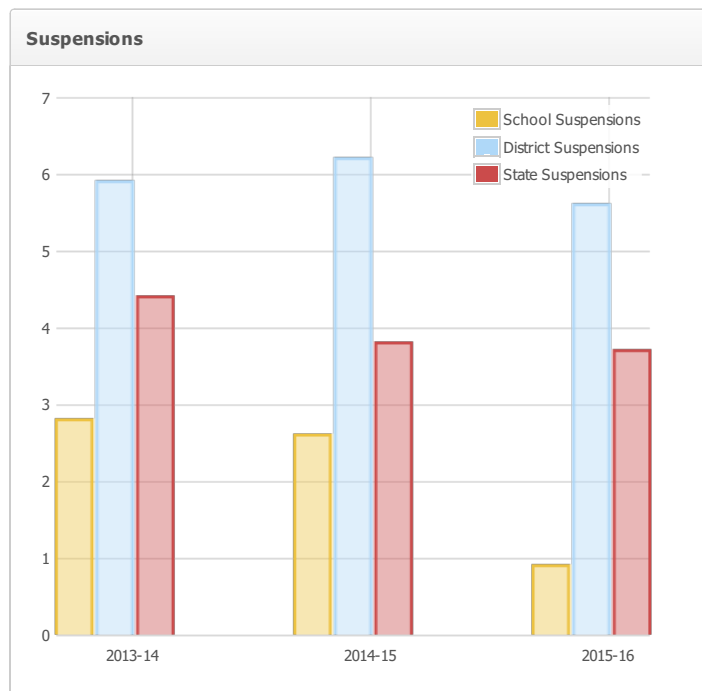
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.8	2.6	0.9	5.9	6.2	5.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.1	0.2	0.1	0.1	0.1



Last updated: 1/23/2017

School Safety Plan (School Year 2016-17)

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: 4/5/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not in PI
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: 1/23/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	7.0	64	1	1	5.0	69	1	0	4.0	95	0	0
Mathematics	55.0	2	3	3	19.0	3	2	1	21.0	11	5	0
Science	10.0	19	1	0	6.0	35	0	0	5.0	45	0	0
Social Science	7.0	55	0	0	4.0	74	0	0	4.0	88	0	0

* 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: 4/5/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	331.0
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	0.2	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: 1/4/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$12271.7	\$3329.2	\$8942.5	\$61676.6
District	N/A	N/A	\$0.0	\$70972.0
Percent Difference – School Site and District	--	--	34.5%	-10.3%
State	N/A	N/A	\$5677.0	\$77824.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/23/2017

Types of Services Funded (Fiscal Year 2015-16)

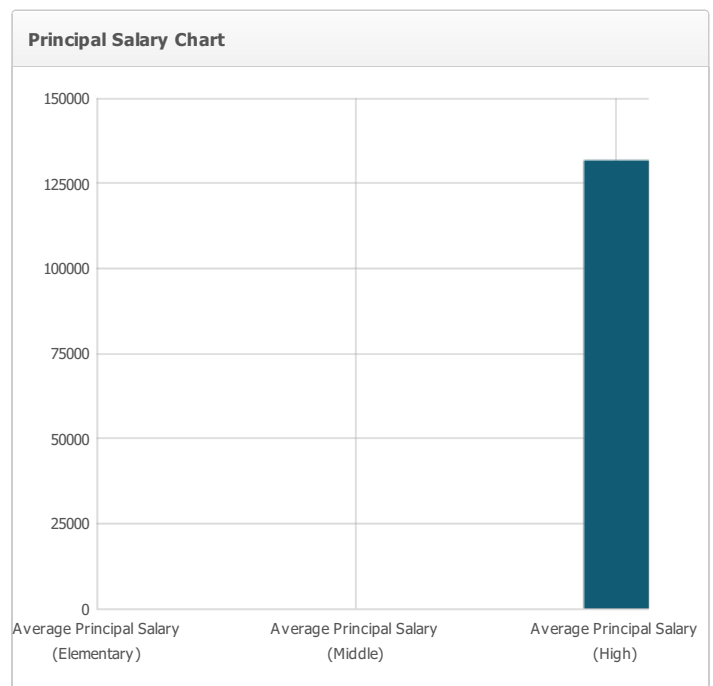
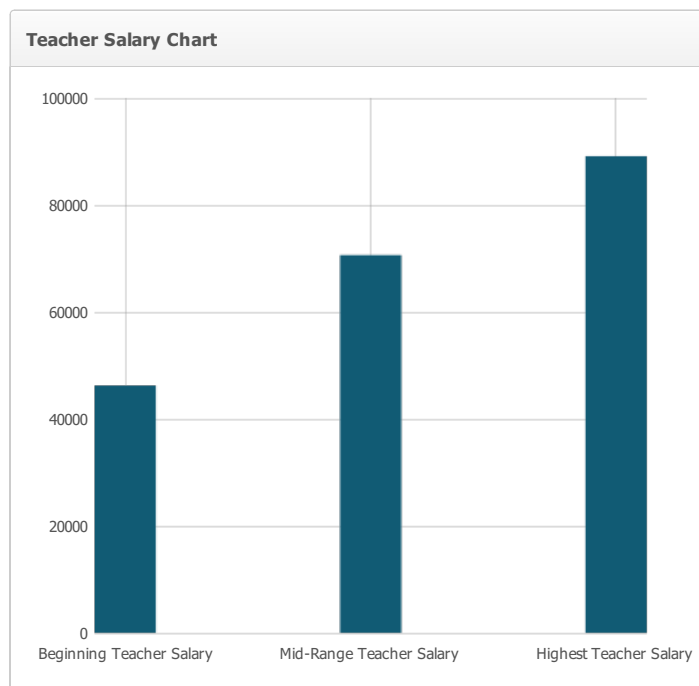
The Liberty Union High School District spends approximately \$12271.72 annually per student for this site. This includes all education costs ranging from direct salaries of teachers, custodial and maintenance, facilities, utilities, and administration. It also includes costs of support services such as counseling, library and media services, and special State and Federal categorical funds.

Last updated: 1/23/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,269	\$46,184
Mid-Range Teacher Salary	\$70,642	\$75,179
Highest Teacher Salary	\$89,150	\$96,169
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$124,243
Average Principal Salary (High)	\$131,726	\$137,939
Superintendent Salary	\$183,731	\$217,637
Percent of Budget for Teacher Salaries	36.0%	35.0%
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: 1/9/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 4/5/2017

Professional Development

Focus areas for professional development are based on our Local Control Accountability Plan (LCAP), assessment data, district Strategic Plan, the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). We have content coaches for English Language Arts, 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, along with 13 late school start Professional Development Days. Each school site also has Professional Learning Communities (PLC's) for the purpose of teacher collaboration, data analysis, sharing best practice and curriculum development.

Last updated: 1/4/2017