

Freedom High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 and 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 2017-18)

District Contact Information (School Year 2017-18)	
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 (School Year 2017-18)	
School Name	Freedom High
Street	1050 Neroly Rd.
City, State, Zip	Oakley, Ca, 94561-3843
Phone Number	925-625-5900
Principal	Kelly Manke, Principal
E-mail Address	mankek@luhsd.net
Web Site	http://luhsd.net/freedom
County-District-School (CDS) Code	07617210730457

Last updated: 1/31/2018

School Description and Mission Statement (School Year 2017-18)

School Description

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 comprehensive four-year high school that is accredited by the Western Association of Schools and Colleges. October enrollments for Freedom totaled 2600 students. The school's attendance area serves the communities of Oakley, Knightsen, Bethel Island and Northern Brentwood. FHS employs over one hundred thirty one credentialed employees and sixty eight classified employees. This includes nine maintenance and custodial staff who are assigned to the school on a permanent basis and are responsible for maintaining a safe and clean campus.

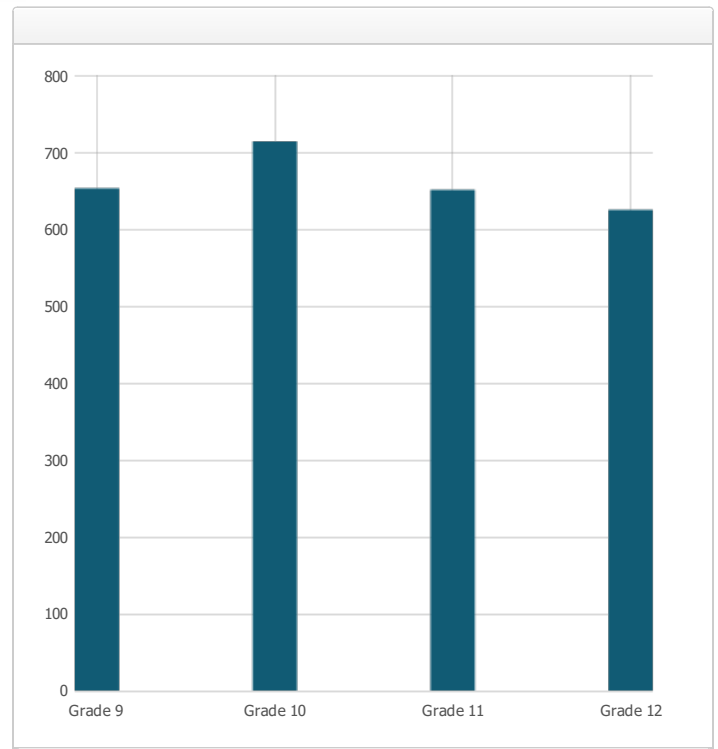
Mission Statement:

Freedom High School will provide a range of educational experiences for all students to acquire the key knowledge and skills to become critical and innovative thinkers who are college and career ready.

Last updated: 1/18/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	653
Grade 10	714
Grade 11	651
Grade 12	625
Total Enrollment	2643



Last updated: 1/31/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	11.5 %
American Indian or Alaska Native	0.5 %
Asian	3.1 %
Filipino	5.3 %
Hispanic or Latino	41.4 %
Native Hawaiian or Pacific Islander	0.8 %
White	35.6 %
Two or More Races	1.7 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	38.5 %
English Learners	7.6 %
Students with Disabilities	14.5 %
Foster Youth	0.5 %

Last updated: 1/31/2018

A. Conditions of Learning

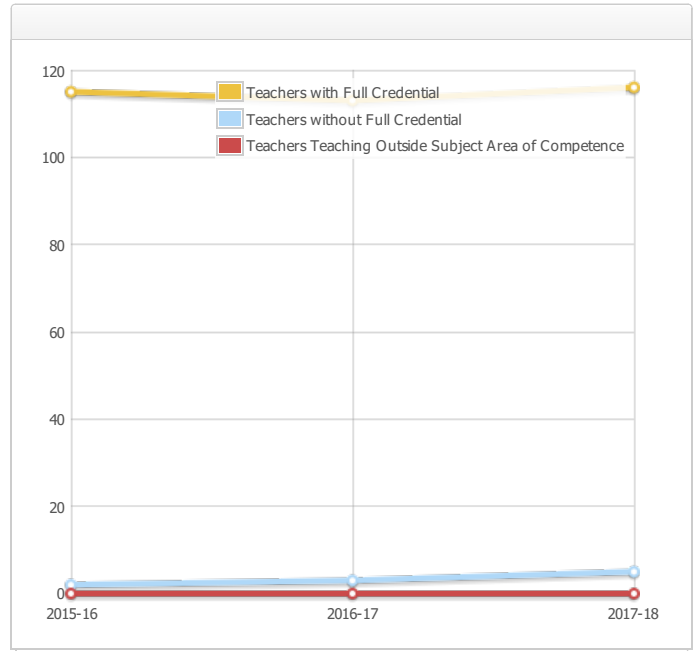
State Priority: Basic

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

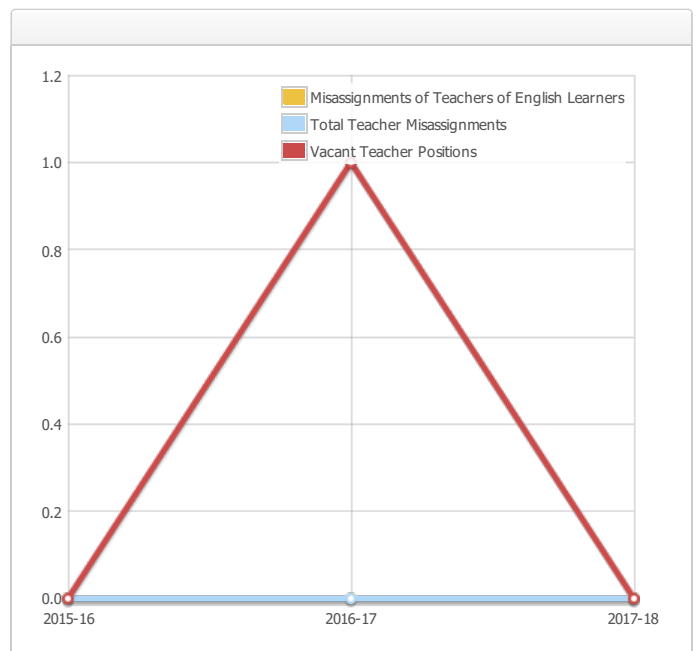
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	115	113	116	360
Without Full Credential	2	3	5	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 1/31/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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: 1/31/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

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, Finney, Demana, Waits, Kennedy, Bressoud 5th ed., 2016, Pearson 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., 2014 	Yes	0.0 %
Science	<ul style="list-style-type: none"> Earth Science, Holt Earth Science CA, Allison, Degaetano, Pasachoff, 2007 Biology, Biology, McDougall 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, A.Friedland, 2012, WH Freeman AP Biology – Biology: The Unity and Diversity of Life, Star Thompson Pub., 11th ed., 2006 AP Chemistry, Xumdah, D.C. Health, 7th ed., 2007 Biotechnology – Science for the New Millenium, 2012, EMC Pub., Daugherty, Ellyn 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, 6th ed., 2013 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, 2015, McGraw Hill 	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, 1992 AP Art History – Garderner'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

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

Last updated: 1/31/2018

School Facility Conditions and Planned Improvements

There are some buildings have small roof leaks. Gym roof leaks and have had many patch repairs.

Last updated: 1/31/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2017

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 2017

Overall Rating	Exemplary
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Last updated: 1/31/2018

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	58%	62%	66%	68%	48%	48%
Mathematics (grades 3-8 and 11)	25%	23%	33%	32%	36%	37%

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: 1/31/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	620	614	99.03%	61.66%
Male	304	304	100.00%	53.29%
Female	316	310	98.10%	69.90%
Black or African American	76	75	98.68%	34.67%
American Indian or Alaska Native	--	--	--	
Asian	20	20	100.00%	80.00%
Filipino	32	32	100.00%	78.13%
Hispanic or Latino	247	245	99.19%	62.30%
Native Hawaiian or Pacific Islander	--	--	--	
White	232	229	98.71%	65.50%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	238	237	99.58%	54.24%
English Learners	76	75	98.68%	37.84%
Students with Disabilities	83	82	98.80%	15.85%
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/31/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	620	613	98.87%	23.37%
Male	304	304	100.00%	22.37%
Female	316	309	97.78%	24.35%
Black or African American	76	75	98.68%	
American Indian or Alaska Native	--	--	--	
Asian	20	20	100.00%	50.00%
Filipino	32	32	100.00%	31.25%
Hispanic or Latino	247	244	98.79%	15.64%
Native Hawaiian or Pacific Islander	--	--	--	
White	232	229	98.71%	32.75%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	238	236	99.16%	14.89%
English Learners	76	74	97.37%	
Students with Disabilities	83	81	97.59%	
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/31/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	59.0%	57.0%	64.0%	63.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/31/2018

Career Technical Education Programs (School Year 2016-17)

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: 1/18/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1263
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	64.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	26.0%

Last updated: 1/31/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.9%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	44.8%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	16.8%	27.6%	42.3%

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: 1/31/2018

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 2017-18)

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/PTSA and volunteer opportunities on site. Parents are also encouraged to attend events such as Back to School Night, Falcon Festival, sporting events as well as 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 to obtain more information or make direct contact.

State Priority: Pupil Engagement

Last updated: 1/18/2018

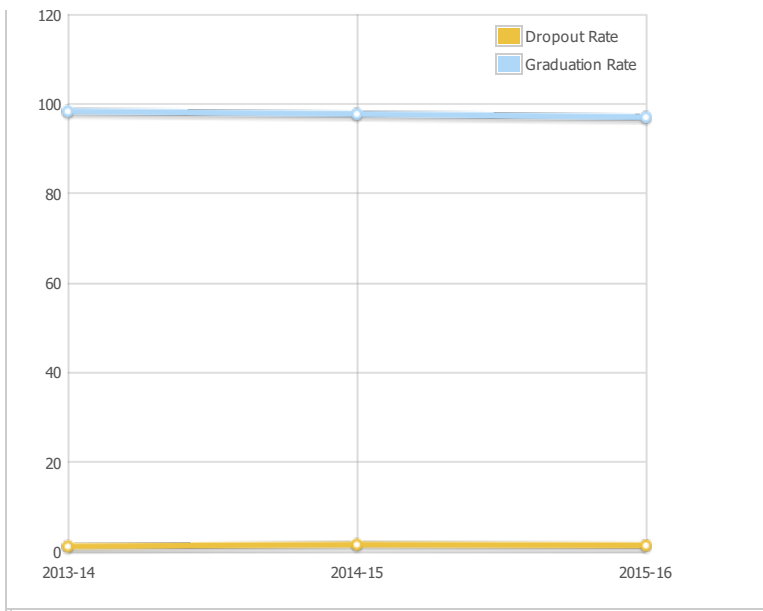
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	1.2%	1.6%	1.4%	4.0%	3.4%	2.8%	11.5%	10.7%	9.7%
Graduation Rate	98.3%	97.7%	97.0%	88.8%	90.5%	91.2%	81.0%	82.3%	83.8%

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



Last updated: 1/31/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	97.2%	86.7%	87.1%
Black or African American	90.6%	78.1%	79.2%
American Indian or Alaska Native	100.0%	66.7%	80.2%
Asian	100.0%	93.1%	94.4%
Filipino	91.4%	96.4%	93.8%
Hispanic or Latino	100.0%	83.0%	84.6%
Native Hawaiian or Pacific Islander	100.0%	85.7%	86.6%
White	96.6%	89.6%	91.0%
Two or More Races	96.2%	94.1%	90.6%
Socioeconomically Disadvantaged	98.7%	81.2%	85.5%
English Learners	61.5%	50.4%	55.4%
Students with Disabilities	85.4%	62.9%	63.9%
Foster Youth	100.0%	66.7%	68.2%

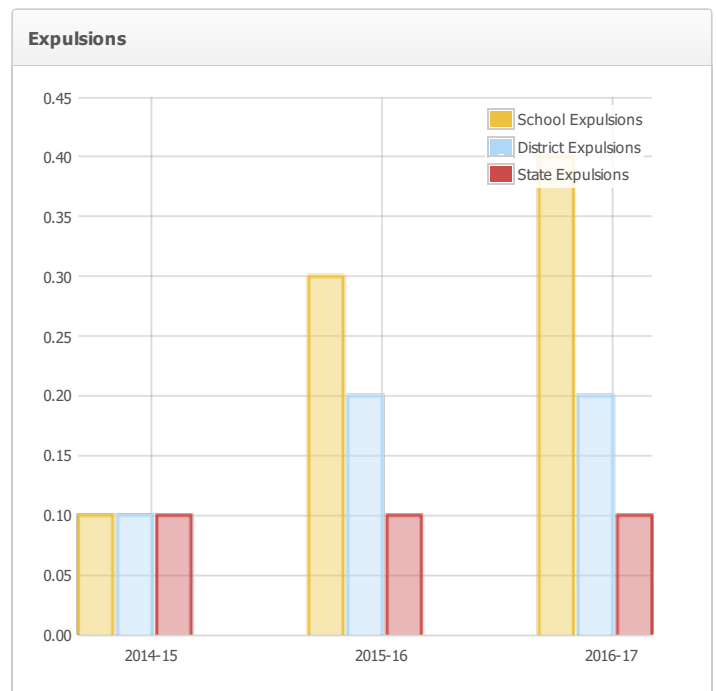
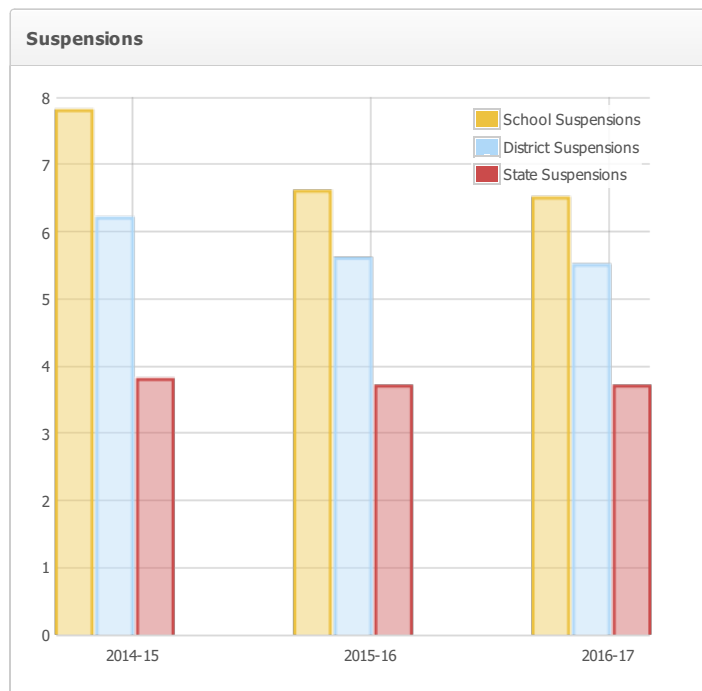
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	7.8%	6.6%	6.5%	6.2%	5.6%	5.5%	3.8%	3.7%	3.7%
Expulsions	0.1%	0.3%	0.4%	0.1%	0.2%	0.2%	0.1%	0.1%	0.1%



Last updated: 1/31/2018

School Safety Plan (School Year 2017-18)

Each site updates their Emergency and School Safety Plans on a yearly basis. Standard Operating Procedures (S.O.P.) were developed for all staff members dealing with safety issues. Quarterly, the District meets with students to address safety issues on campus.

Last updated: 1/31/2018

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 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	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%

Last updated: 1/31/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	29.0	15	56	33	29.0	16	53	34	29.0	16	59	30
Mathematics	23.0	17	16	5	24.0	10	18	5	25.0	10	18	6
Science	30.0	3	51	16	29.0	6	58	13	29.0	7	61	14
Social Science	30.0	8	47	35	31.0	8	33	51	31.0	8	34	55

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

Last updated: 1/31/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	528.6
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	0.3	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	2.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/31/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9546.6	\$2142.1	\$7404.5	\$76738.3
District	N/A	N/A	\$7768.1	\$74779.0
Percent Difference – School Site and District	N/A	N/A	-4.8%	2.6%
State	N/A	N/A	\$6574.0	\$82770.0
Percent Difference – School Site and State	N/A	N/A	11.9%	-7.6%

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

Last updated: 12/22/2017

Types of Services Funded (Fiscal Year 2016-17)

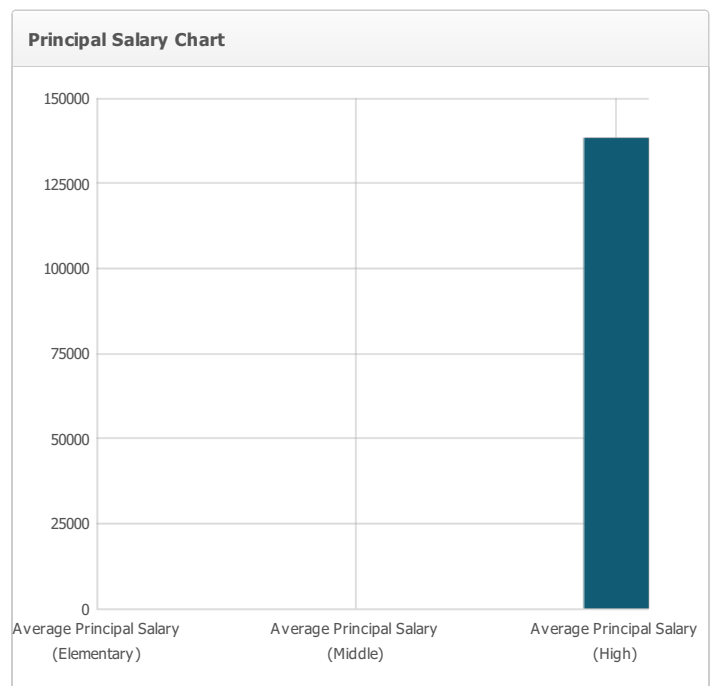
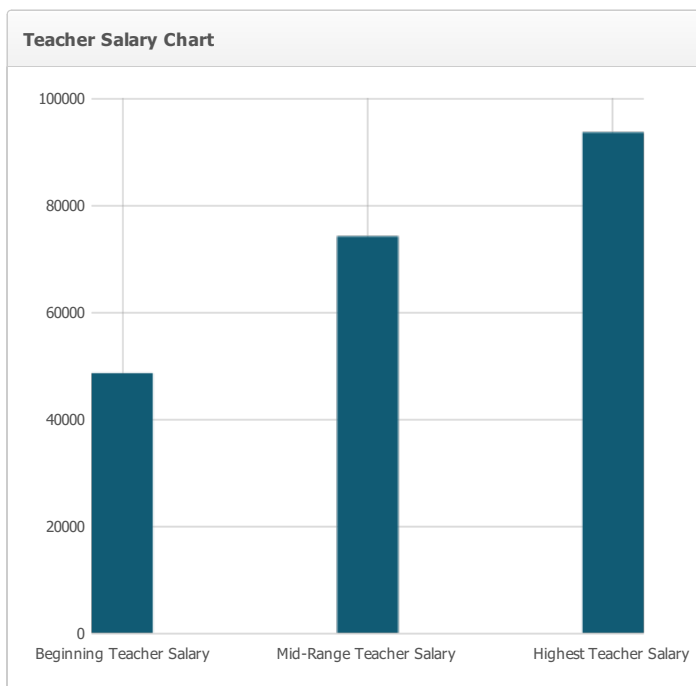
The Liberty Union High School District spends approximately \$9,546.63 annually per student for this site. This includes all education costs ranging from direct salaries of teachers, custodial and maintenance, facilities, utilities, and administration. It also includes costs of support services such as counseling, library and media services, and special State and Federal categorical funds.

Last updated: 12/22/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,582	\$50,221
Mid-Range Teacher Salary	\$74,174	\$83,072
Highest Teacher Salary	\$93,608	\$104,882
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$128,094
Average Principal Salary (High)	\$138,312	\$146,114
Superintendent Salary	\$190,272	\$226,121
Percent of Budget for Teacher Salaries	35.0%	34.0%
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: 1/31/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	5	N/A
All Courses	15	26.1%

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

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

Last updated: 1/31/2018

Professional Development

Focus areas for professional development are based upon 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. Professional Development is conducted in a variety of ways, including sessions after school, during the school day, over breaks and summer recess. The instructional content coaches also provide in class professional development. Our Induction Program provides training and support to participating teachers, Induction mentors and administrators to improve classroom practice by responding to the diverse cultural, social, and academic needs of all students. Principal's and District Administration use instructional rounds to help identify and support instructional strategies and curriculum implementation in the classroom.

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