

## Freedom High

### School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Liberty Union High
<b>Phone Number</b>	(925) 634-2166
<b>Superintendent</b>	Eric Volta
<b>E-mail Address</b>	<a href="mailto:voltae@luhsd.net">voltae@luhsd.net</a>
<b>Web Site</b>	<a href="http://luhsd.net">http://luhsd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Freedom High
<b>Street</b>	1050 Neroly Rd.
<b>City, State, Zip</b>	Oakley, Ca, 94561-3843
<b>Phone Number</b>	925-625-5900
<b>Principal</b>	Kelly Manke, Principal
<b>E-mail Address</b>	<a href="mailto:mankek@luhsd.net">mankek@luhsd.net</a>
<b>County-District-School (CDS) Code</b>	07617210730457

*Last updated: 1/28/2019*

### School Description and Mission Statement (School Year 2018—19)

#### 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 High School (FHS) serves students from a large and diverse student population. FHS is one of three comprehensive high schools in the Liberty Union High School District. Freedom High School is a comprehensive four-year high school that is accredited by the Western Association of Schools and Colleges. October enrollments for Freedom totaled 2583 students. The school's attendance area serves the communities of Oakley, Knightsen, Bethel Island, and Northern Brentwood. FHS employs over one hundred twenty-six credentialed employees and sixty-one classified employees. This includes eight maintenance and custodial staff who are assigned to the school on a permanent basis and are responsible for maintaining a safe and clean campus.

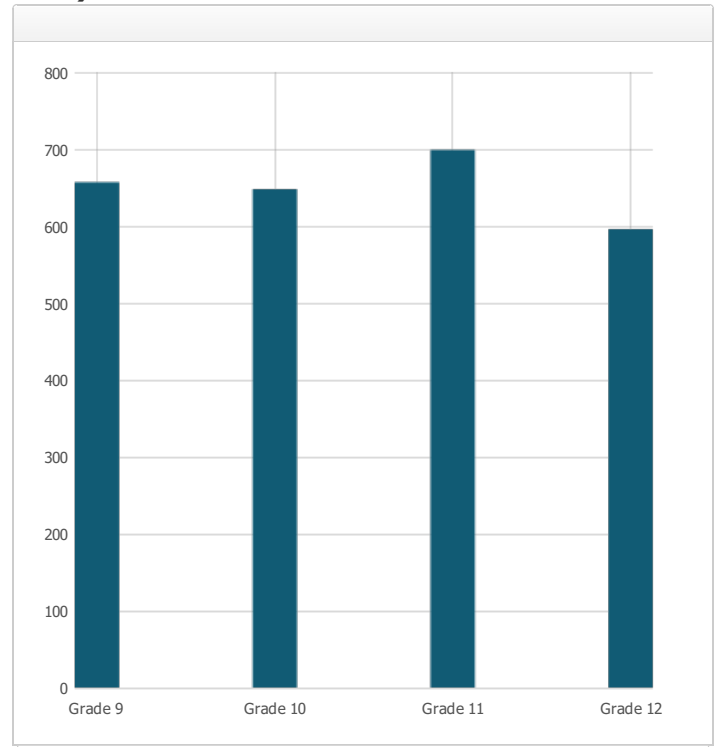
#### Mission Statement:

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: 1/23/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Grade 9	657
Grade 10	648
Grade 11	699
Grade 12	596
<b>Total Enrollment</b>	<b>2600</b>



Last updated: 11/29/2018

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	11.3 %
American Indian or Alaska Native	0.5 %
Asian	2.8 %
Filipino	5.0 %
Hispanic or Latino	43.8 %
Native Hawaiian or Pacific Islander	0.8 %
White	34.2 %
Two or More Races	1.4 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	41.9 %
English Learners	7.0 %
Students with Disabilities	13.5 %
Foster Youth	0.5 %

## A. Conditions of Learning

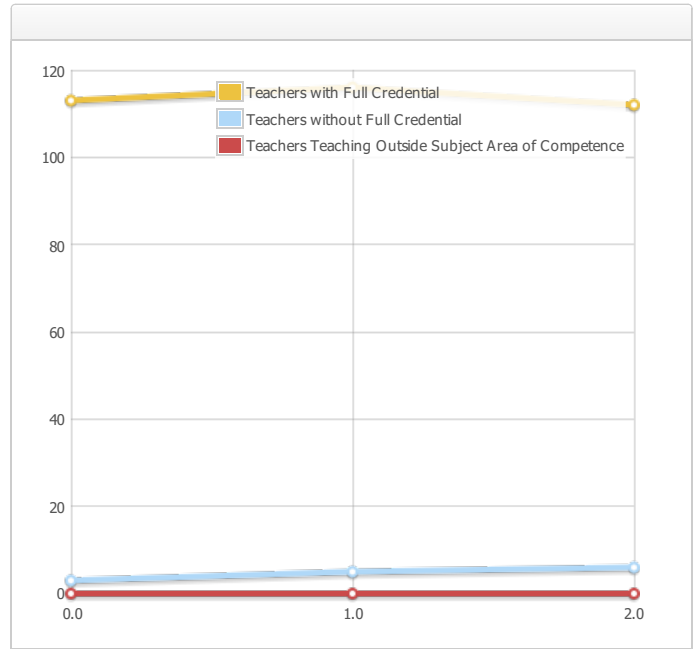
### State Priority: Basic

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

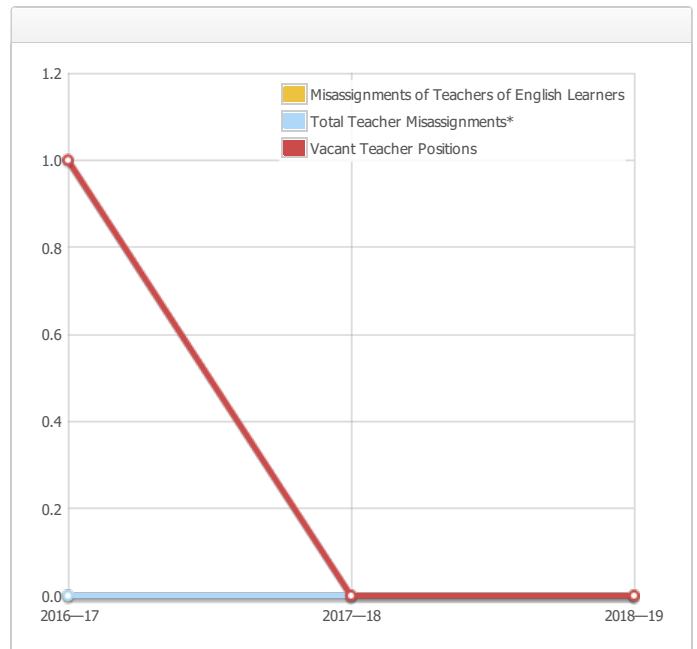
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	113	116	112	356
Without Full Credential	3	5	6	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/18/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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: 1/18/2019

# Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: November 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"> <li>English 9,10,11,12: Springboard, CollegeBoard, Adopted: 6/2016</li> <li>Novels – Adopted 2011: Romeo &amp; Juliet, To Kill a Mockingbird, Antigone, The Catcher in the Rye, Night, Things Fall Apart, Their Eyes Were Watching God, The Crucible, Into the Wild, Pygmalion, Othello, The Arrival, Macbeth, The Great Gatsby</li> <li>AP English, 50 Essays, 3rd ed., Bedford, Adopted: 2/2014</li> <li>ELD – EDGE Fundamentals Level A,B,C, Hampton Brown, 2014, Adopted: 5/2007</li> <li>ELD Novels, Hampton Brown, Adopted 2014</li> </ul>	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> <li>Algebra 1, BIG IDEAS Learning Algebra 1 Common Core, Larson, HMH, Adopted: 9/2014</li> <li>Geometry, BIG IDEAS Learning Geometry Common Core, Larson, HMH, Adopted: 9/2014</li> <li>Algebra 2, BIG IDEAS Learning Algebra 2 Common Core, Larson, HMH, Adopted: 9/2014 <ul style="list-style-type: none"> <li>Pre-Calculus – with Limits, Cengage, 4th, Adopted: 7/2017</li> </ul> </li> <li>AP Calculus – Calculus, Graphical, Numerical, Algebraic, 5th ed., 2106 Finney, Demana, Waits, Kennedy, Addison Wesley Longman, Pearson Pub., Adopted: 6/2001</li> <li>Statistics – Modeling the World, Prentice Hall, Bock, Velleman De Veaux, 4th ed., 2014, Adopted: 6/2008</li> <li>AP Statistics, Modeling the World, Prentice Hall, Bock, Velleman De Veaux, 4th ed., 2014, Adopted: 6/2008 <ul style="list-style-type: none"> <li>Applied Math – Practical Business Math, Prentice Hall/Pearson, Adopted: 11/2014</li> </ul> </li> </ul>	Yes	0.0 %
Science	<ul style="list-style-type: none"> <li>Earth Science, Holt Earth Science CA, Allison, Degaetano, Pasachoff, Adopted: 6/2007 <ul style="list-style-type: none"> <li>Biology, Biology, McDougal Littell, Adopted: 6/2007</li> </ul> </li> <li>Chemistry in the Community, 5th, 2012, WH Freeman, Adopted: 6/2007 <ul style="list-style-type: none"> <li>Physics, Holt Physics, Serway and Faughn, Adopted: 6/2007</li> <li>Environmental Science, Holt McDougall, 2013, Adopted: 5/2005</li> </ul> </li> <li>AP Biology – Biology: The Unity and Diversity of Life, Star Thompson Pub., 11th ed., 2006 <ul style="list-style-type: none"> <li>AP Chemistry – The Central Science, Pearson, 14th, Adopted: 5/2018</li> <li>Biotechnology – Science for the New Millenium, 2012, EMC, Adopted: 1/2007</li> </ul> </li> <li>Entomology – Fundamentals of Entomology, Prentice Hall, Richard J. Elzinga, 6th ed., Adopted: 1/2006 <ul style="list-style-type: none"> <li>ELD – Earth Science &amp; Biology Cycles of Life, Hampton Brown, Adopted 2014</li> </ul> </li> </ul>	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> <li>History Alive!: World Connections, TCI, Adopted: 5/2018</li> <li>History Alive!: Pursuing American Ideals, TCI, Adopted: 5/2018</li> <li>Government Alive!: Power, Politics, &amp; You, TCI, Adopted: 5/2018 <ul style="list-style-type: none"> <li>Geography Alive!: Regions &amp; People, TCI, Adopted: 5/2018</li> <li>Econ Alive!: The Power To Choose, TCI, Adopted: 5/2018</li> </ul> </li> <li>AP World History – Give Me Liberty, Prentice Hall, Stearns, 5th edition, Adopted: 1/2016 <ul style="list-style-type: none"> <li>AP US History – 'Give Me Liberty', 5th edition, W.W. Norton, Adopted: 1/2016</li> </ul> </li> <li>AP Human Geography - Human Geography in Action, Kuby, 6th ed., Wiley, Adopted: 1/2014</li> <li>AP Economics – Economics: Principles, Problems &amp; Policies, McGraw Hill, 20th ed., Adopted: 7/2015</li> <li>AP Government – American Government, 10th edition, McDougall, Littell, Wilson, and Dilulio, Adopted: 7/2006 <ul style="list-style-type: none"> <li>AP European History – History of Western Society, McKay, 8th ed., HMH, Adopted: 2006</li> <li>AP Psychology – Myers Psychology, 2nd ed., 2014, Worth, Adopted: 12/2011</li> </ul> </li> <li>ELD – World History, US History, Government, Economics, Hampton Brown, Adopted 2014</li> </ul>	Yes	0.0 %
Foreign Language	<ul style="list-style-type: none"> <li>Spanish 1-4 – Realidades, Pearson, Adopted: 7/2015</li> <li>French 1-4 – T'es Branche, EMC/Paradigm Publisher, Adopted: 7/2015</li> <li>German 1-3 – Portfolio Deutch, Klett-Langenschiedt, Adopted: 7/2015 <ul style="list-style-type: none"> <li>Mandarin Chinese 1-3 – Zhen Bang, EMC Adopted: 2/2014</li> </ul> </li> </ul>	Yes	0.0 %
Health	<ul style="list-style-type: none"> <li>Health – Glencoe Health, Mary. H. Bronson, McGraw Hill, 2015, Adopted: 6/2008</li> </ul>	Yes	0.0 %
Visual and Performing Arts	<ul style="list-style-type: none"> <li>Intro to Art History - Gardner's Art Through the Ages, 15th ed., 2016, Cengage, Adopted: 7/2002</li> <li>Theater Arts 1, 2, 3 – Basic Drama Projects, 8th edition, Tanner, Fran Averett, Perfection Learning Corporation, 8th ed., 2004, Adopted: 1/2008 <ul style="list-style-type: none"> <li>Beginning Art – Art Fundamentals, 9th edition, McGraw Hill, Adopted: 7/2002</li> </ul> </li> <li>Intermediate Art – The Annotated Mona Lisa, Andrews &amp; McMeel, Carol Strikland, Adopted: 7/2002 <ul style="list-style-type: none"> <li>AP Art History – Gardner's Art Through the Ages, 15th, 2016, Cengage, Adopted: 7/2002</li> </ul> </li> </ul>	Yes	0.0 %
Science Lab	N/A	N/A	0.0 %

Eqpmt (Grades 9-12)

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

*Last updated: 12/3/2018*

## School Facility Conditions and Planned Improvements

There were many roof patches done to repair roofs however there still some repairs needed. Gym roof leaks and have had many patch repairs.

*Last updated: 1/28/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

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

## Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Exemplary
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*Last updated: 1/28/2019*

## 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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	62.0%	47.0%	68.0%	58.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	23.0%	19.0%	32.0%	31.0%	37.0%	38.0%

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.

Note: ELA and 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.

*Last updated: 11/29/2018*



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	672	669	99.55%	46.78%
Male	343	341	99.42%	39.71%
Female	329	328	99.70%	54.13%
Black or African American	69	69	100.00%	31.88%
American Indian or Alaska Native	--	--	--	
Asian	18	18	100.00%	66.67%
Filipino	44	44	100.00%	72.73%
Hispanic or Latino	283	282	99.65%	45.04%
Native Hawaiian or Pacific Islander	--	--	--	
White	240	238	99.17%	48.73%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	275	273	99.27%	41.03%
English Learners	69	68	98.55%	17.65%
Students with Disabilities	81	81	100.00%	--
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: 11/29/2018*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	672	668	99.40%	18.86%
Male	343	341	99.42%	20.53%
Female	329	327	99.39%	17.13%
Black or African American	69	69	100.00%	--
American Indian or Alaska Native	--	--	--	
Asian	18	18	100.00%	50.00%
Filipino	44	44	100.00%	50.00%
Hispanic or Latino	283	282	99.65%	13.48%
Native Hawaiian or Pacific Islander	--	--	--	
White	240	237	98.75%	19.83%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	275	273	99.27%	15.38%
English Learners	69	68	98.55%	2.94%
Students with Disabilities	81	80	98.77%	1.25%
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: 11/29/2018*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 11/29/2018*

### Career Technical Education (CTE) Programs (School Year 2017–18)

At Freedom High School, career technical education courses are organized through career pathways 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 path defined by majors. A major consists of a series of related courses within a career orientation. Enrollment in an academy is voluntary for students. 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. FHS has positively restructured the academy program in order to increase rigor and provide meaningful experiences for students. Currently, we have three active academies: the 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; and the Communications Academy prepares students who want to study media communications, business, and the arts.

*Last updated: 1/23/2019*

### Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	978
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	70.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	33.0%

*Last updated: 12/7/2018*

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.2%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	47.3%

# 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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	14.0%	27.7%	46.1%

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: 12/19/2018

## 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 school site

#### Opportunities for Parental Involvement (School Year 2018—19)

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, Coffee with the Principal, English Learner Advisory Committee (ELAC), Parent Teacher Student Association (PTSA), as well as volunteer opportunities on-site. Parents are also encouraged to attend events such as Back to School Night, Falcon Fest, sporting events, as well as various student performances. Parents can also meet with teachers, counselors, and administrators as needed to discuss their student's school progress and performance. Parents can also participate on the School Site Council, which 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 <http://luhsd.net/freedom> to obtain more information or make direct contact.

# State Priority: Pupil Engagement

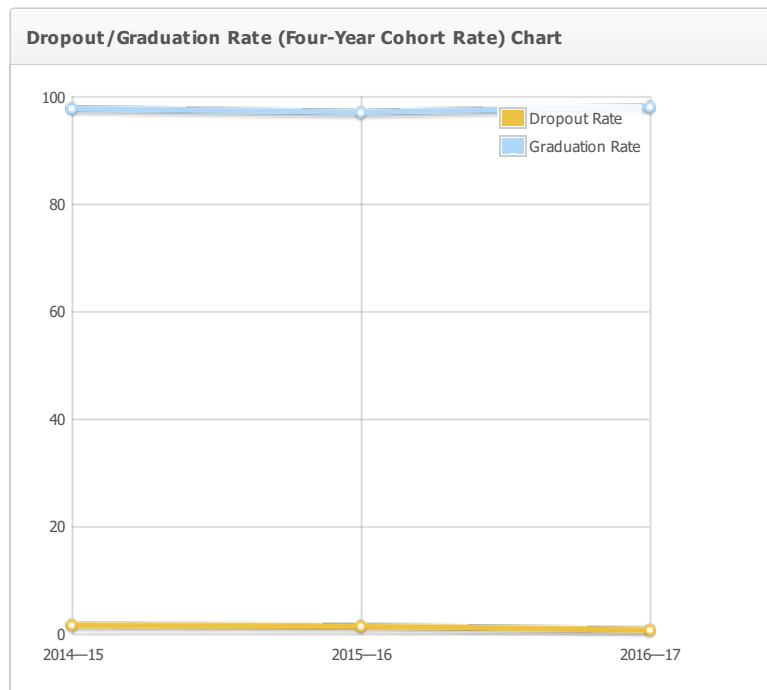
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	1.6%	1.4%	3.4%	2.8%	10.7%	9.7%
Graduation Rate	97.7%	97.0%	90.5%	91.2%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.7%	2.6%	9.1%
Graduation Rate	98.0%	89.2%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 11/29/2018

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	95.0%	87.4%	88.7%
Black or African American	95.0%	87.6%	82.2%
American Indian or Alaska Native	66.7%	80.0%	82.8%
Asian	91.3%	89.7%	94.9%
Filipino	92.3%	91.7%	93.5%
Hispanic or Latino	94.4%	83.7%	86.5%
Native Hawaiian or Pacific Islander	100.0%	93.3%	88.6%
White	96.3%	89.4%	92.1%
Two or More Races	100.0%	90.5%	91.2%
Socioeconomically Disadvantaged	59.6%	72.1%	88.6%
English Learners	58.8%	40.5%	56.7%
Students with Disabilities	86.6%	62.8%	67.1%
Foster Youth	0.0%	54.6%	74.1%

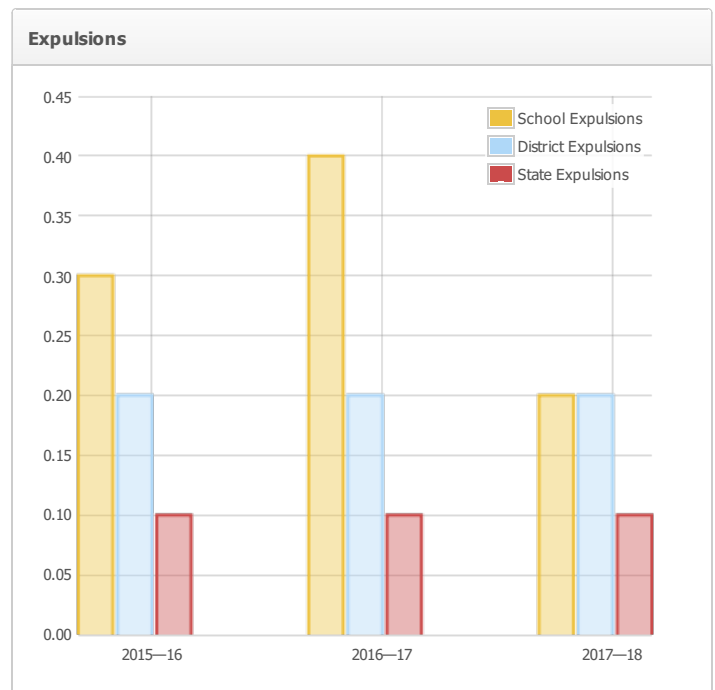
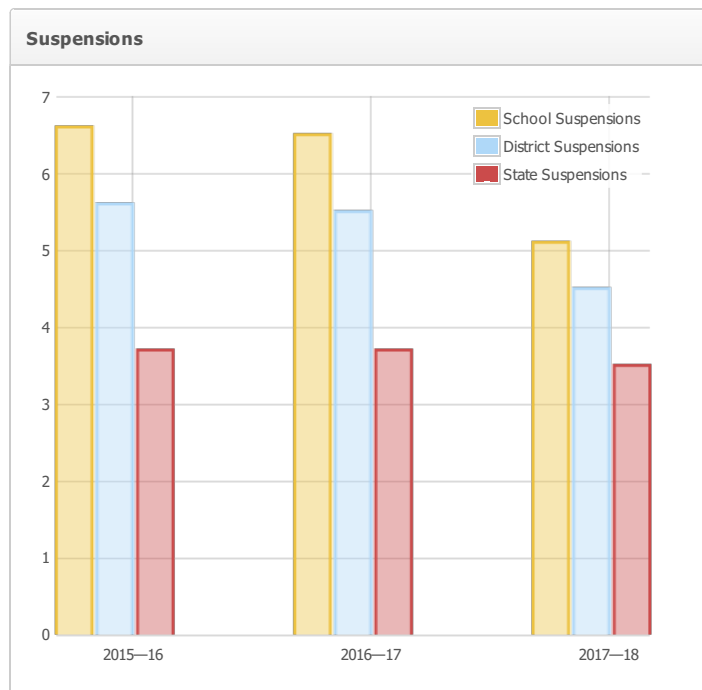
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	6.6%	6.5%	5.1%	5.6%	5.5%	4.5%	3.7%	3.7%	3.5%
Expulsions	0.3%	0.4%	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%



Last updated: 12/19/2018

## School Safety Plan (School Year 2018—19)

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: 12/20/2018



## **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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	29.0	16	53	34
Mathematics	24.0	10	18	5
Science	29.0	6	58	13
Social Science	31.0	8	33	51

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	29.0	16	59	30
Mathematics	25.0	10	18	6
Science	29.0	7	61	14
Social Science	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	29.0	16	46	39
Mathematics	30.0	8	45	42
Science	27.0	16	51	17
Social Science	30.0	10	39	46

\* 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: 11/29/2018*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	5.0	511.0
Counselor (Social/Behavioral or Career Development)	2.0	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	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	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: 1/18/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$9943.1	\$7396.2	\$2547.0	\$72917.6
District	N/A	N/A	\$7684.1	\$72995.4
Percent Difference – School Site and District	N/A	N/A	-3.8%	-0.1%
State	N/A	N/A	\$7125.0	\$85815.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 11/29/2018*

## Types of Services Funded (Fiscal Year 2017—18)

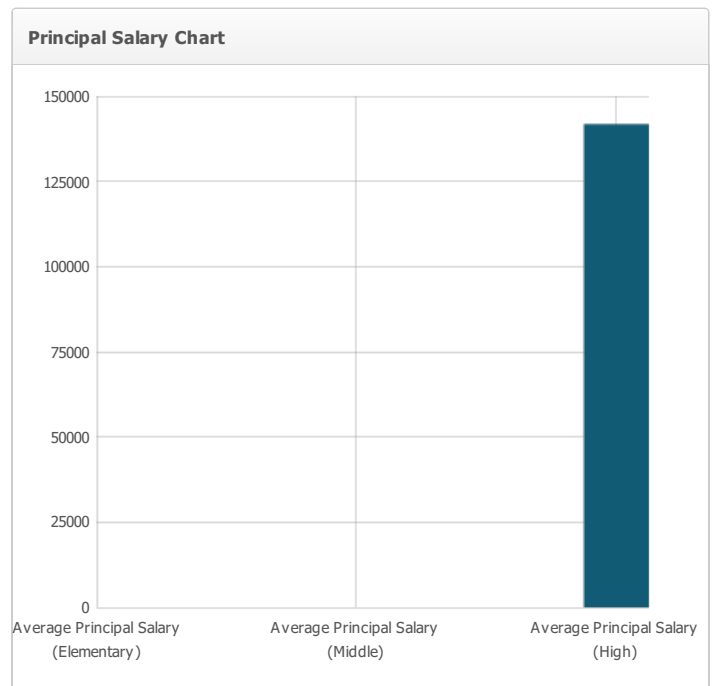
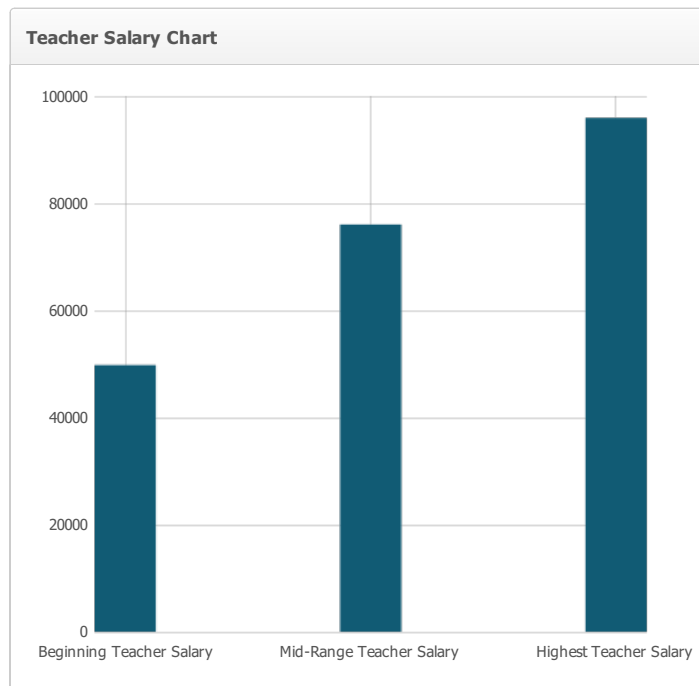
The Liberty Union High School District spends approximately \$9,916.47 annually per student for this site. This includes all education costs ranging from direct salaries of teachers, custodial and maintenance, facilities, utilities, and administration. It also includes costs of support services such as counseling, library and media services, and special State and Federal categorical funds.

Last updated: 11/29/2018

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,797	\$50,747
Mid-Range Teacher Salary	\$76,028	\$86,127
Highest Teacher Salary	\$95,948	\$106,915
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$136,636
Average Principal Salary (High)	\$141,770	\$150,286
Superintendent Salary	\$197,046	\$238,058
Percent of Budget for Teacher Salaries	36.0%	34.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 11/29/2018

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	7	N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	6	N/A
Science	10	N/A
Social Science	14	N/A
All Courses	40	25.6%

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

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

*Last updated: 11/29/2018*

**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. Train the Trainer model is also used annually for teachers to become trainers. In addition, we hold two district-wide Professional Development Days during the school year, for all classroom teachers, along with 13 late school start Professional Development Days for all classroom teachers. 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. With the support of McREL and West Ed. Report, the site content coaches and teacher trainers are expanding their knowledge of how to better assist our teachers to better education all our students. Our three-week Summer Institute Series was created to offer teachers an additional source of content specific trainings based on student/teacher needs. Individual site instructional content coaches also provide in class professional development. Specific Special Education trainings and conferences are held for Para's throughout the year. Along with 9 classified training options offered through Human Resources along with individual conference/training requests. PAR mentors meet with individual PAR teachers quarterly to coach on specific areas of improvement. PAR teachers may also attend specialized trainings to support their improvement efforts. 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.

*Last updated: 12/3/2018*