La Paloma High (Continuation)

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/fg/aa/lc/.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page 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)	
District Name	Liberty Union High
Phone Number	(925) 634-2166
Superintendent	Eric Volta
E-mail Address	voltae@luhsd.net
Web Site	http://luhsd.net

School Contact Information (School Year 2018—19)	
School Name	La Paloma High (Continuation)
Street	400 Ghiggeri Way
City, State, Zip	Brentwood, Ca, 94513-5314
Phone Number	925-634-2888
Principal	Mr. Chris Holland, Principal
E-mail Address	hollandc@luhsd.net
Web Site	http://luhsd.net/lapaloma
County-District-School (CDS) Code	07617210733998

Last updated: 1/28/2019

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

School Description

La Paloma High School is a continuation school which offers an alternative to the traditional comprehensive high school. We serve students who have experienced academic, behavioral or personal difficulties, and were not successful at the comprehensive high school. Our school is an effective option for at-risk students who, for various reasons such as being credit-deficient, are unable to experience success in a traditional school setting or unable to attend school full-time. La Paloma High School's main objective is to motivate our students to earn a high school diploma. We also help with career planning and/or post-secondary work at community college.

Our staff is comprised of eleven teachers with a student/teacher ratio of between fifteen–nineteen to one. The Administrative and support staff consist of a principal and an assistant principal, a secretary/registrar, an attendance clerk, a special education Paraprofessional, a part-time school psychologist/counselor, a campus supervisor, and a custodian.

We are fully accredited by the Western Association of Schools and Colleges and strictly adhere to the California State Standards for Curriculum and Instruction. La Paloma High School strives to maintain a small community atmosphere and personal approach, allowing students to take advantage of individual attention and instruction. Staff involvement is encouraged in instructional planning, goal setting, and implementation of the school wide vision. Weekly staff meetings are the main forum where we share and exchange ideas and techniques.
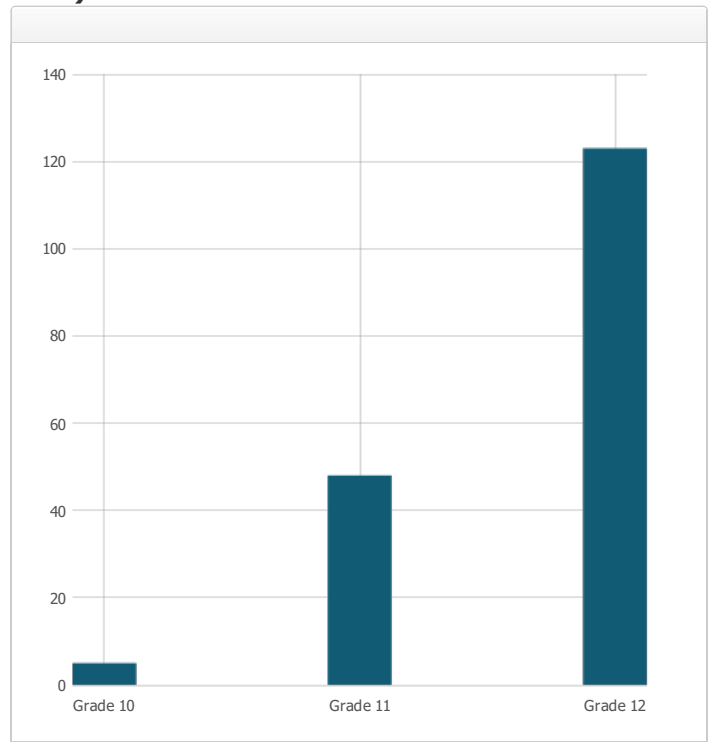
School Mission
To provide an alternative learning environment which will foster a student's self-confidence, responsibility, and academic achievement.

Last updated: 1/23/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 10	5
Grade 11	48
Grade 12	123
Total Enrollment	176

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	19.3 %
American Indian or Alaska Native	0.6 %
Asian	0.6 %
Filipino	1.7 %
Hispanic or Latino	46.0 %
Native Hawaiian or Pacific Islander	%
White	29.0 %
Two or More Races	2.8 %
Other	0.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	61.4 %
English Learners	14.8 %
Students with Disabilities	17.6 %
Foster Youth	%

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	11	11	11	356
Without Full Credential	0	0	0	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
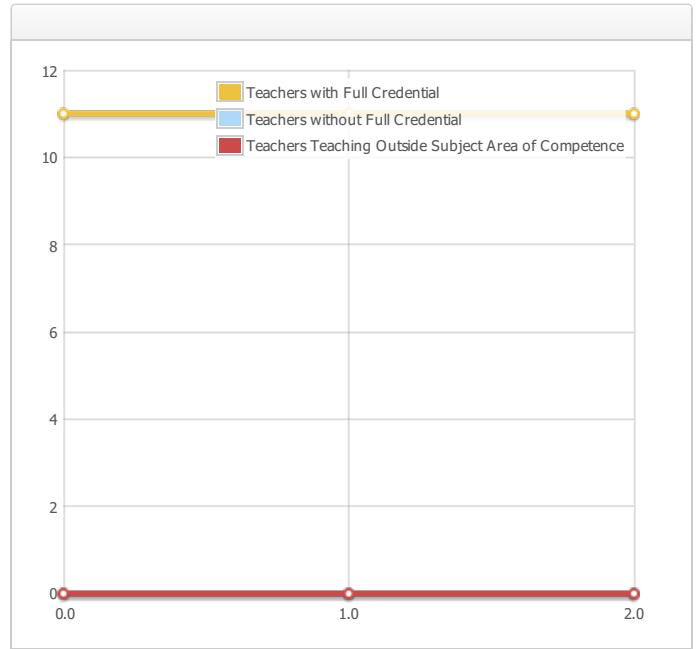
Last updated: 1/18/2019

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	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: 1/18/2019

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	• English 9,10,11,12: Springboard, CollegeBoard, Adopted: 6/2016 • Novels – Adopted 2011: Romeo & 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 • AP English, 50 Essays, 3rd ed., Bedford, Adopted: 2/2014 • ELD – EDGE Fundamentals Level A,B,C, Hampton Brown, 2014, Adopted: 5/2007 • ELD Novels, Hampton Brown, Adopted 2014	Yes	0.0 %
Mathematics	• Algebra 1, BIG IDEAS Learning Algebra 1 Common Core, Larson, HMH, Adopted: 9/2014 • Geometry, BIG IDEAS Learning Geometry Common Core, Larson, HMH, Adopted: 9/2014 • Algebra 2, BIG IDEAS Learning Algebra 2 Common Core, Larson, HMH, Adopted: 9/2014 • Pre-Calculus – with Limits, Cengage, 4th, Adopted: 7/2017 • AP Calculus – Calculus, Graphical, Numerical, Algebraic, 5th ed., 2106 Finney, Demana, Waits, Kennedy, Addison Wesley Longman, Pearson Pub., Adopted: 6/2001 • Statistics – Modeling the World, Prentice Hall, Bock, Velleman De Veaux, 4th ed., 2014, Adopted: 6/2008 • AP Statistics, Modeling the World, Prentice Hall, Bock, Velleman De Veaux, 4th ed., 2014, Adopted: 6/2008 • Applied Math – Practical Business Math, Prentice Hall/Pearson, Adopted: 11/2014	Yes	0.0 %
Science	• Earth Science, Holt Earth Science CA, Allison, Degaetano, Pasachoff, Adopted: 6/2007 • Biology, Biology, McDougal Littell, Adopted: 6/2007 • Chemistry in the Community, 5th, 2012, WH Freeman, Adopted: 6/2007 • Physics, Holt Physics, Serway and Faughn, Adopted: 6/2007 • Environmental Science, Holt McDougall, 2013, Adopted: 5/2005 • AP Biology – Biology: The Unity and Diversity of Life, Star Thompson Pub., 11th ed., 2006 • AP Chemistry – The Central Science, Pearson, 14th, Adopted: 5/2018 • Biotechnology – Science for the New Millenium, 2012, EMC, Adopted: 1/2007 • Entomology – Fundamentals of Entomology, Prentice Hall, Richard J. Elizinga, 6th ed., Adopted: 1/2006 • ELD – Earth Science & Biology Cycles of Life, Hampton Brown, Adopted 2014	Yes	0.0 %
History-Social Science	• History Alive!: World Connections, TCI, Adopted: 5/2018 • History Alive!: Pursuing American Ideals, TCI, Adopted: 5/2018 • Government Alive!: Power, Politics, & You, TCI, Adopted: 5/2018 • Geography Alive!: Regions & People, TCI, Adopted: 5/2018 • Econ Alive!: The Power To Choose, TCI, Adopted: 5/2018 • AP World History – Give Me Liberty, Prentice Hall, Stearns, 5th edition, Adopted: 1/2016 • AP US History – 'Give Me Liberty', 5th edition, W.W. Norton, Adopted: 1/2016 • AP Human Geography - Human Geography in Action, Kuby, 6th ed., Wiley, Adopted: 1/2014 • AP Economics – Economics: Principles, Problems & Policies, McGraw Hill, 20th ed., Adopted: 7/2015 • AP Government – American Government, 10th edition, McDougall, Littell, Wilson, and Dilulio, Adopted: 7/2006 • AP European History – History of Western Society, McKay, 8th ed., HMH, Adopted: 2006 • AP Psychology – Myers Psychology, 2nd ed., 2014, Worth, Adopted: 12/2011 • ELD – World History, US History, Government, Economics, Hampton Brown, Adopted 2014	Yes	0.0 %
Foreign Language	• Spanish 1-4 – Realidades, Pearson, Adopted: 7/2015 • French 1-4 – T'es Branche, EMC/Paradigm Publisher, Adopted: 7/2015 • German 1-3 – Portfolio Deutch, Klett-Langenschiedt, Adopted: 7/2015 • Mandarin Chinese 1-3 – Zhen Bang, EMC Adopted: 2/2014	Yes	0.0 %
Health	• Health – Glencoe Health, Mary. H. Bronson, McGraw Hill, 2015, Adopted: 6/2008	Yes	0.0 %
Visual and Performing Arts	• Intro to Art History - Gardner's Art Through the Ages, 15th ed., 2016, Cengage, Adopted: 7/2002 • Theater Arts 1, 2, 3 – Basic Drama Projects, 8th edition, Tanner, Fran Averett, Perfection Learning Corporation, 8th ed., 2004, Adopted: 1/2008 • Beginning Art – Art Fundamentals, 9th edition, McGraw Hill, Adopted: 7/2002 • Intermediate Art – The Annotated Mona Lisa, Andrews & McMeel, Carol Strikland, Adopted: 7/2002 • AP Art History – Garderner's Art Through the Ages, 15th, 2016, Cengage, Adopted: 7/2002	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.

School Facility Conditions and Planned Improvements

School maintains to be in good shape.

Last updated: 1/28/2019

School Facility Good Repair Status

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

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: November 2018

Overall Rating	Exemplary

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)	17.0%	3.0%	68.0%	58.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	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	84	80	95.24%	2.50%
Male	51	49	96.08%	4.08%
Female	33	31	93.94%	
Black or African American	14	13	92.86%	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	44	42	95.45%	2.38%
Native Hawaiian or Pacific Islander	--	--	--	
White	23	22	95.65%	4.55%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	56	55	98.21%	1.82%
English Learners	21	21	100.00%	
Students with Disabilities	14	13	92.86%	
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	84	81	96.43%	
Male	52	51	98.08%	
Female	32	30	93.75%	
Black or African American	15	14	93.33%	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	43	41	95.35%	
Native Hawaiian or Pacific Islander	--	--	--	
White	23	23	100.00%	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	56	55	98.21%	
English Learners	21	21	100.00%	
Students with Disabilities	14	13	92.86%	
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)

La Paloma is exploring the possibility and feasibility of offering two Los Medanos College (LMC) classes to our students. Not only would these classes prove beneficial for our students, but the offerings would also help address an area of need for our school and students, the College/Career dashboard indicator.

La Paloma helps with career planning and/or post-secondary work through a number of opportunities. Each Fall and Spring, we plan college visits to local institutions. In May, we have career fair where representatives from career technical school, branches of the military and community colleges are invited to give classroom presentations to all our students and are encouraged to remain during lunch to continue one-on-one discussions with interested students. In addition the principal/counselor is available to meet with students individually to answer questions about college and career planning and goals.

Last updated: 1/23/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	21
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 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	98.9%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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	--	--	--

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)

Parent involvement is also encouraged through our Student Leadership activities, annual La Paloma community events, Back to School Night and mini conferences for parents/students as well as Coffee with the Principal – an opportunity to meet with the Principal to hear about campus activity, to ask questions and to share and/or gain insight to support students' success. We also have implemented an Advisory period during which teachers are assigned a caseload of students. Teachers monitor student progress, help students navigate the educational program here at La Paloma, assist with post-secondary planning and, as warranted, schedule meetings with parents.

Parents may contact the school directly by calling 925-634-2888 or by accessing our website at http://luhsd.net/lapaloma 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	21.3%	19.2%	3.4%	2.8%	10.7%	9.7%
Graduation Rate	37.5%	38.4%	90.5%	91.2%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	16.5%	2.6%	9.1%
Graduation Rate	42.9%	89.2%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
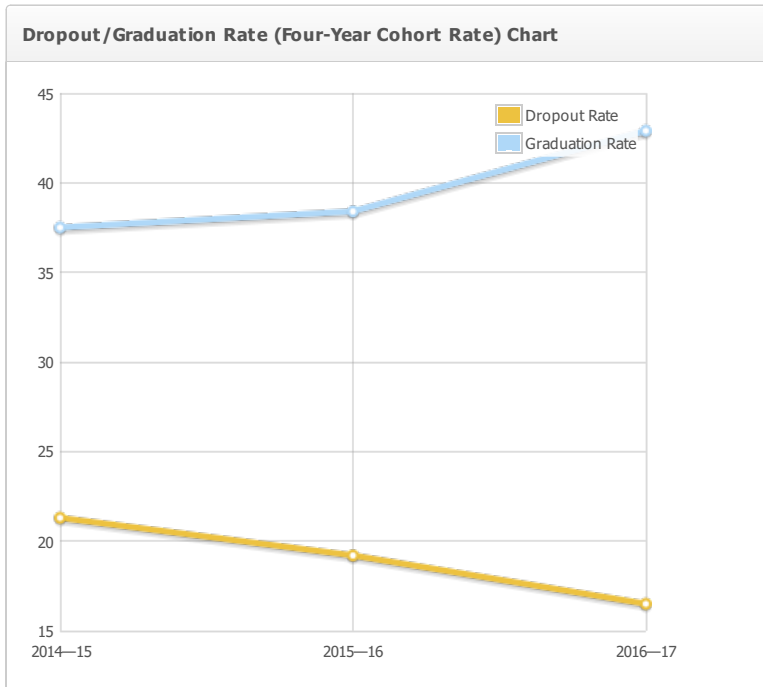
For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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	61.0%	87.4%	88.7%
Black or African American	81.3%	87.6%	82.2%
American Indian or Alaska Native	0.0%	80.0%	82.8%
Asian	0.0%	89.7%	94.9%
Filipino	50.0%	91.7%	93.5%
Hispanic or Latino	53.7%	83.7%	86.5%
Native Hawaiian or Pacific Islander	100.0%	93.3%	88.6%
White	63.3%	89.4%	92.1%
Two or More Races	100.0%	90.5%	91.2%
Socioeconomically Disadvantaged	72.9%	72.1%	88.6%
English Learners	22.2%	40.5%	56.7%
Students with Disabilities	45.5%	62.8%	67.1%
Foster Youth	50.0%	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

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	26.6%	20.6%	18.4%	5.6%	5.5%	4.5%	3.7%	3.7%	3.5%
Expulsions	1.1%	1.1%	0.7%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%
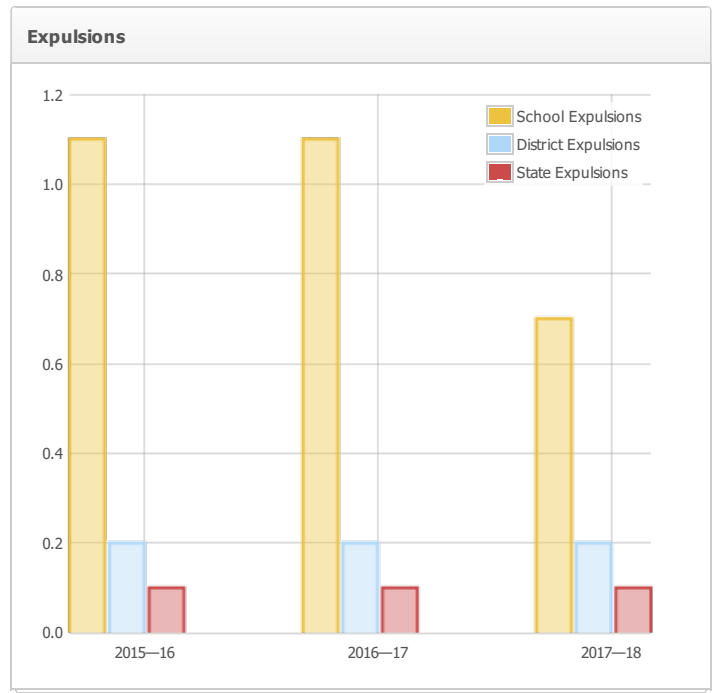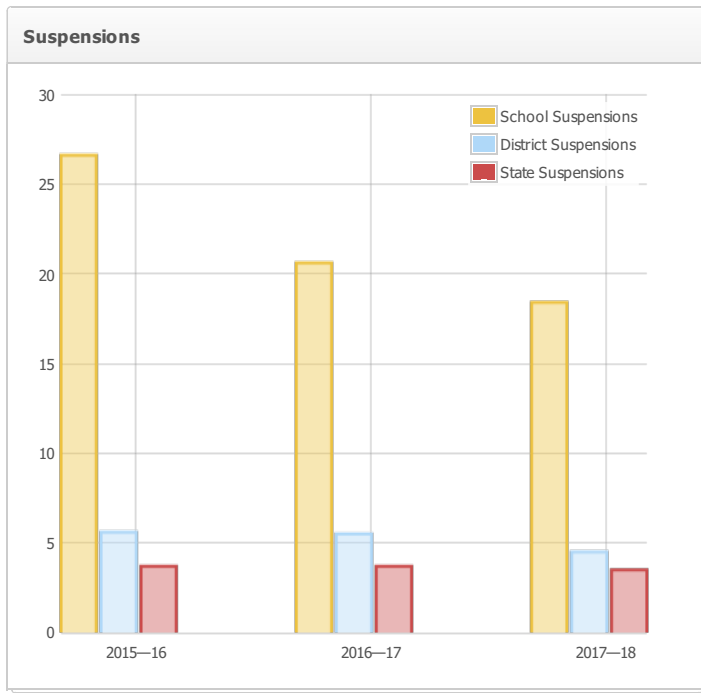
School Safety Plan (School Year 2018—19)

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.

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)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	8.0	29		
Mathematics	7.0	15		
Science	7.0	12		
Social Science	9.0	21		

* 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)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	9.0	27		
Mathematics	11.0	3		
Science	7.0	14		
Social Science	11.0	17		

* 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)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	13.0	19		
Mathematics	8.0	16		
Science	12.0	8		
Social Science	9.0	22		

* 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)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	179.0
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	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

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

Last updated: 1/18/2019

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16656.0	$14248.1	$2407.9	$75045.6
District	N/A	N/A	$7684.1	$72995.4
Percent Difference – School Site and District	N/A	N/A	85.4%	2.8%
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/ .

Teacher Salary Chart

Principal Salary Chart
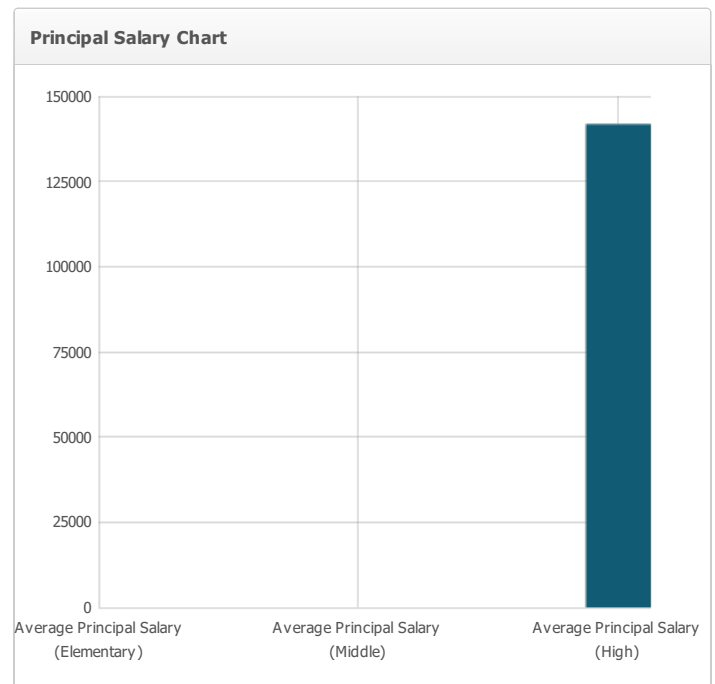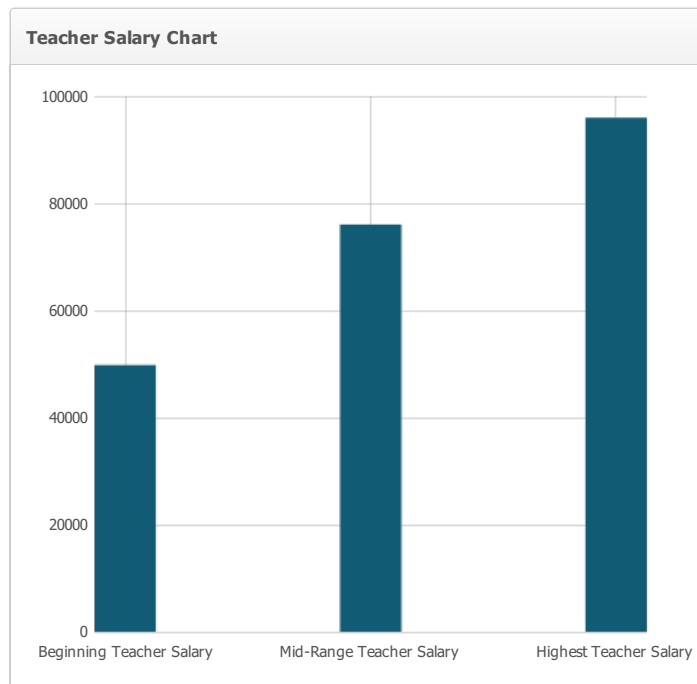
Last updated: 11/29/2018

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