

School Accountability Report Card Reported Using Data from the 2018—19 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 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Liberty Union High
Phone Number	(925) 634-2166
Superintendent	Eric Volta
Email Address	voltae@luhsd.net
Website	www.libertyuhd.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	Liberty High
Street	850 Second St.
City, State, Zip	Brentwood, Ca, 94513-1132
Phone Number	925-634-3521
Principal	Heather Harper, Principal
Email Address	harperh@luhsd.net
Website	www.luhdsd.net/liberty
County-District-School (CDS) Code	07617210733980

Last updated: 1/3/2020

School Description and Mission Statement (School Year 2019—20)

Mission Statement

We empower students, through research-based practices and an integrated system of support, to be globally-responsible, collaborative individuals, equipped for post-secondary excellence.

The Vision of Liberty High School

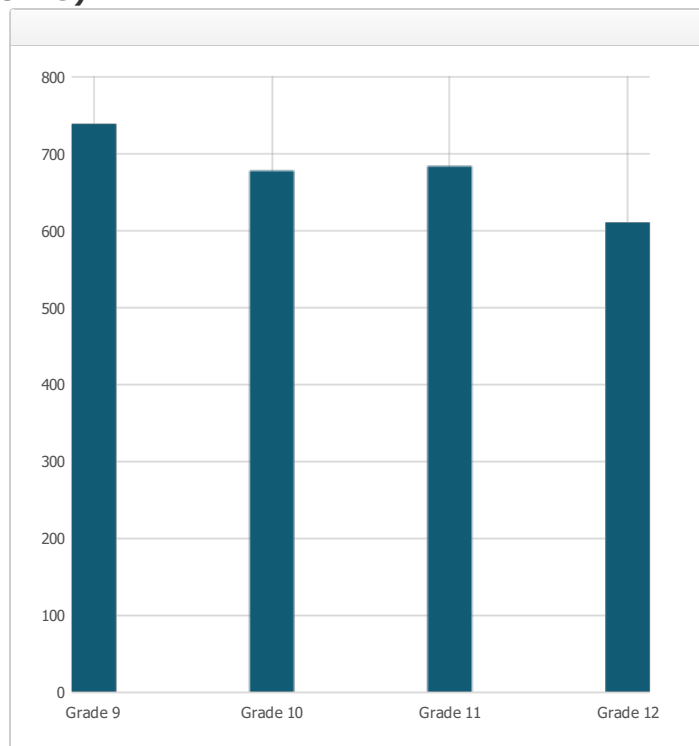
When we achieve our mission:

- All students will meet the UC/CSU a-g requirements and graduate.
- Progressive curriculum, integrating academic and real-world scenarios, will provide well-rounded educational experiences for all students.
- The school personnel will create a collaborative environment that supports best practices for all students at all levels.
- Students and staff will use current technology as a tool of learning.
- Our system will support the academic and emotional wellness of our students.
- Students will design their own pathways to post-secondary excellence.

Last updated: 1/3/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	738
Grade 10	677
Grade 11	683
Grade 12	610
Total Enrollment	2708



Last updated: 1/3/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	5.70 %
American Indian or Alaska Native	0.70 %
Asian	3.00 %
Filipino	3.20 %
Hispanic or Latino	34.90 %
Native Hawaiian or Pacific Islander	0.60 %
White	45.50 %
Two or More Races	5.80 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	29.50 %
English Learners	7.00 %
Students with Disabilities	15.10 %
Foster Youth	0.50 %
Homeless	1.40 %

A. Conditions of Learning

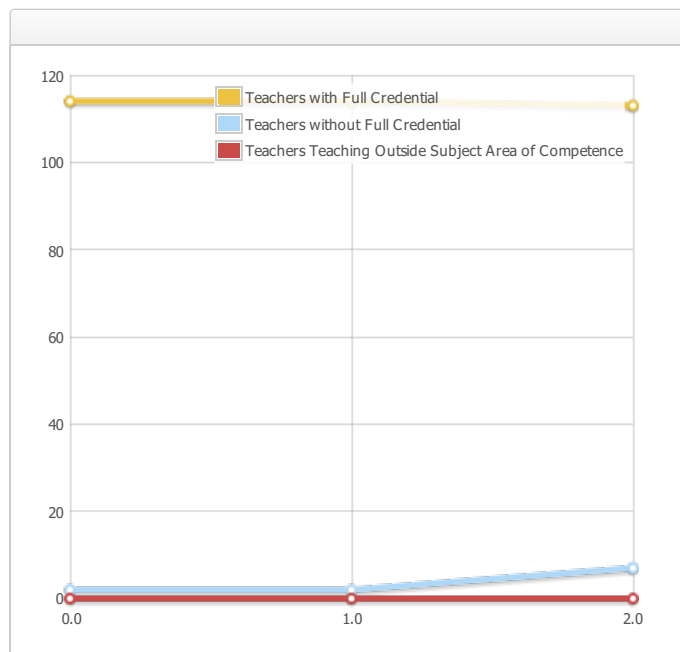
State Priority: Basic

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

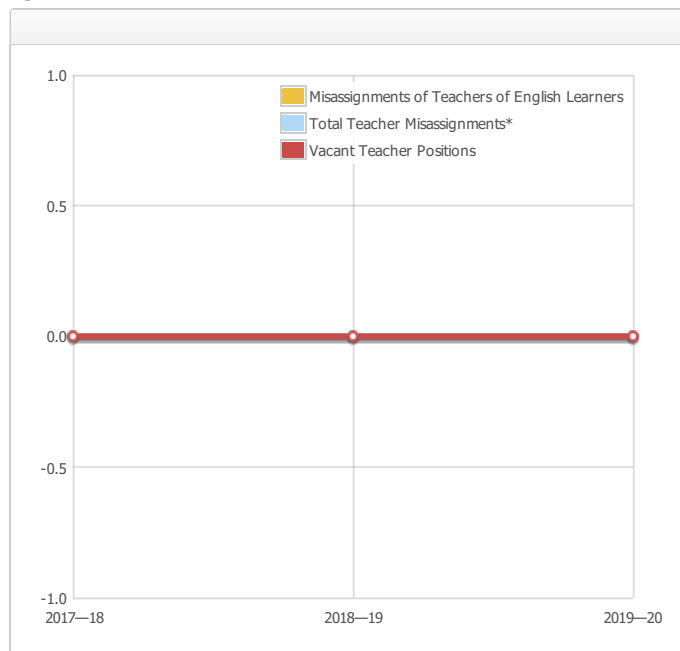
Teachers	School 2017— 18	School 2018— 19	School 2019— 20	District 2019— 20
With Full Credential	114	114	113	355
Without Full Credential	2	2	7	16
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/3/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
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: 1/3/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Each year the LUHSD Board determines if we have 'Sufficient Standards-aligned textbooks and instructional materials' provided to each student by the eighth week of school and passes a resolution certifying such. This includes ELL (English language learners), in math, science, social science and language arts, including the ELD (English language development) component. Foreign language, health and visual and performing arts textbooks are also adopted and ordered in sufficient quantities. In addition, science laboratory equipment is available to those students in science laboratory courses.

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> English 9,10,11,12: Springboard, CollegeBoard, 2017, <i>Adopted: 6/2016</i> 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, <i>Adopted: 2/2014</i> ELD – EDGE Fundamentals Level A,B,C, Hampton Brown, 2016-17, <i>Adopted: 5/2007</i> ELD Novels, Hampton Brown, <i>Adopted 2014</i> 	Yes	0.00 %
Mathematics	<ul style="list-style-type: none"> Algebra 1, BIG IDEAS Learning Algebra 1 Common Core, Larson, HMH, <i>Adopted: 9/2014</i> Geometry, BIG IDEAS Learning Geometry Common Core, Larson, HMH, <i>Adopted: 9/2014</i> Algebra 2, BIG IDEAS Learning Algebra 2 Common Core, Larson, HMH, <i>Adopted: 9/2014</i> Pre-Calculus – with Limits, Cengage, 4th, 2018, <i>Adopted: 7/2017</i> AP Calculus – Calculus, Graphical, Numerical, Algebraic, 5th ed., 2016 Finney, Demana, Waits, Kennedy, Addison Wesley Longman, Pearson Pub., <i>Adopted: 6/2001</i> Statistics – Modeling the World, Prentice Hall, Bock, Velleman De Veaux, 4th ed., 2014, <i>Adopted: 6/2008</i> AP Statistics, Modeling the World, Prentice Hall, Bock, Velleman De Veaux, 4th ed., 2014, <i>Adopted: 6/2008</i> Applied Math – Practical Business Math, Prentice Hall/Pearson, <i>Adopted: 11/2014</i> 	Yes	0.00 %
Science	<ul style="list-style-type: none"> The Living Earth, HMH, 2020, <i>Adopted: 5/2019</i> Chemistry in the Earth System, HMH, 2020 <i>Adopted: 5/2019</i> Physics in the Universe, HMH, 2020, <i>Adopted: 5/2019</i> Environmental Science, Holt McDougall, 2013, <i>Adopted: 5/2005</i> AP Biology – Biology: The Unity and Diversity of Life, Star Thompson Pub., 11th ed., 2006 AP Chemistry – The Central Science, Pearson, 14th, <i>Adopted: 5/2018</i> Biotechnology – Science for the New Millenium, 2012, EMC, <i>Adopted: 1/2007</i> Entomology – Fundamentals of Entomology, Prentice Hall, Richard J. Elzinga, 6th ed., <i>Adopted: 1/2006</i> ELD – Earth Science & Biology Cycles of Life, Hampton Brown, <i>Adopted 2014</i> 	Yes	0.00 %
History-Social Science	<ul style="list-style-type: none"> History Alive!: World Connections, TCI, <i>Adopted: 5/2018</i> History Alive!: Pursuing American Ideals, TCI, <i>Adopted: 5/2018</i> Government Alive!: Power, Politics, & You, TCI, <i>Adopted: 5/2018</i> Geography Alive!: Regions & People, TCI, <i>Adopted: 5/2018</i> Econ Alive!: The Power To Choose, TCI, <i>Adopted: 5/2018</i> AP World History – Give Me Liberty, Prentice Hall, Stearns, 5th edition, <i>Adopted: 1/2016</i> AP US History – 'Give Me Liberty', 5th edition, W.W. Norton, <i>Adopted: 1/2016</i> AP Human Geography - Human Geography in Action, Kuby, 6th ed., Wiley, <i>Adopted: 1/2014</i> AP Economics – Economics: Principles, Problems & Policies, McGraw Hill, 20th ed., <i>Adopted: 7/2015</i> AP Government – American Government, 10th edition, McDougall, Littell, Wilson, and Dilullo, <i>Adopted: 7/2006</i> AP European History – History of Western Society, McKay, 8th ed., HMH, <i>Adopted: 2006</i> AP Psychology – Myers Psychology, 2nd ed., 2014, Worth, <i>Adopted: 12/2011</i> ELD – World History, US History, Government, Economics, Hampton Brown, <i>Adopted 2014</i> 	Yes	0.00 %
Foreign Language	<ul style="list-style-type: none"> Spanish 1-4 – Realidades, Pearson, <i>Adopted: 7/2015</i> French 1-4 – T'es Branche, EMC/Paradigm Publisher, <i>Adopted: 7/2015</i> German 1-3 – Portfolio Deutsch, Klett-Langenschiedt, <i>Adopted: 7/2015</i> Mandarin Chinese 1-3 – Zhen Bang, EMC <i>Adopted: 2/2014</i> 	Yes	0.00 %
Health	<ul style="list-style-type: none"> Health – Glencoe Health, Mary. H. Bronson, McGraw Hill, 2015, <i>Adopted: 6/2008</i> 	Yes	0.00 %
Visual and Performing Arts	<ul style="list-style-type: none"> Intro to Art History - Gardner's Art Through the Ages, 15th ed., 2016, Cengage, <i>Adopted: 7/2002</i> Theater Arts 1, 2, 3 – Basic Drama Projects, 8th edition, Tanner, Fran Averett, Perfection 	Yes	0.0 %

Learning Corporation, 8th ed., 2004, *Adopted: 1/2008*

- **Intermediate Art – The Annotated Mona Lisa**, Andrews & McMeel, Carol Strikland, *Adopted: 7/2002*
- **AP Art History – Gardner's Art Through the Ages**, 15th, 2016, Cengage, *Adopted: 7/2002*

Science Lab Eqpmt (Grades 9- 12)	N/A	N/A	0.0 %
--	-----	-----	-------

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

Last updated: 1/15/2020

School Facility Conditions and Planned Improvements

Campus overall in sound condition with the exception there are some minor roof leaks.

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

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 2019

Overall Rating	Exemplary
----------------	-----------

Last updated: 1/30/2020

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	64.0%	74.0%	58.0%	69.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	34.0%	39.0%	31.0%	37.0%	38.0%	39.0%

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: 1/7/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	634	597	94.16%	5.84%	74.04%
Male	325	307	94.46%	5.54%	67.10%
Female	309	290	93.85%	6.15%	81.38%
Black or African American	43	39	90.70%	9.30%	53.85%
American Indian or Alaska Native	--	--	--	--	
Asian	20	20	100.00%	0.00%	75.00%
Filipino	21	21	100.00%	0.00%	90.48%
Hispanic or Latino	227	218	96.04%	3.96%	68.35%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	292	271	92.81%	7.19%	79.34%
Two or More Races	19	18	94.74%	5.26%	77.78%
Socioeconomically Disadvantaged	196	184	93.88%	6.12%	57.61%
English Learners	55	55	100.00%	0.00%	25.45%
Students with Disabilities	86	71	82.56%	17.44%	21.13%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	13	12	92.31%	7.69%	33.33%

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: 1/7/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	634	597	94.16%	5.84%	38.69%
Male	325	306	94.15%	5.85%	35.62%
Female	309	291	94.17%	5.83%	41.92%
Black or African American	43	42	97.67%	2.33%	14.29%
American Indian or Alaska Native	--	--	--	--	
Asian	20	18	90.00%	10.00%	55.56%
Filipino	21	21	100.00%	0.00%	61.90%
Hispanic or Latino	227	214	94.27%	5.73%	31.31%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	292	273	93.49%	6.51%	44.69%
Two or More Races	19	19	100.00%	0.00%	42.11%
Socioeconomically Disadvantaged	196	183	93.37%	6.63%	20.77%
English Learners	55	48	87.27%	12.73%	6.25%
Students with Disabilities	86	74	86.05%	13.95%	1.35%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	13	10	76.92%	23.08%	10.00%

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: 1/7/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

Liberty High School is proud to have three academies that focus on the following areas:

- TLC (Teaching and Learning Careers) – Careers in education and other related fields
- PDAD (Public Art and Design Academy) – Careers related to public art
- HSA (Health Sciences Academy) – Career related to the medical and healthcare industries

Academy students participate in job shadowing, mentorship, internships, field trips, and hands-on experiences. Students who complete a pathway receive a seal on their diplomas. Some pathways also give students the opportunity to earn industry certification. All course sequences prepare students for post-secondary education and are aligned with the California Career Technical Standards. Many courses meet elective credit for CSU/UC admission. Liberty High School has developed articulation agreements which allow students in some academies to earn college credit for their coursework.

Liberty High School has focused on creating CTE pathways for students to participate in outside of the full CTE academies. These pathways consist of 2-3 courses in a specific field, which upon completion, they become CTE pathway completers. The site has made this an emphasis to help students identify any potential career opportunities after they receive their high school diploma. Liberty High School has also worked closely with Los Medanos College to bring dual enrollment courses to their campus. During the 2018-19 school year, there were two dual enrollment courses offered during the school day; Fire Science and Chemistry 6. After school, students had the option to take a counseling course. During the 2019-20 school year, they have expanded their dual enrollment offerings by adding

an Administration of Justice course. Students in dual enrollment courses earn both college units and high school credits at the same time.

Last updated: 1/3/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1742
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	75.60%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	15.70%

Last updated: 1/7/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.20%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	55.81%

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 2018—19)

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	19.90%	27.80%	25.70%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/24/2020

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 2019—20)

Parents play a vital role in the success of our students and Liberty is fortunate to have strong parental support. Organizations with parent participation include the Parent's Club, Athletic Boosters, FFA Boosters, Band Boosters, Playmakers, and the School Advisory Council which serves a wide variety of programs. In addition, parents may visit the office for other opportunities. In the 2019-20 school year, Liberty has begun a Parent University where they have put on a series of grade level workshops for parents throughout the year to help parents support their students. Parents can also track student progress and attendance electronically through our web-based reporting software.

Parents may contact the school directly by calling 925-634-3521 or by accessing our website at <http://luhsd.net/liberty> to obtain more information or make direct contact.

State Priority: Pupil Engagement

Last updated: 1/3/2020

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

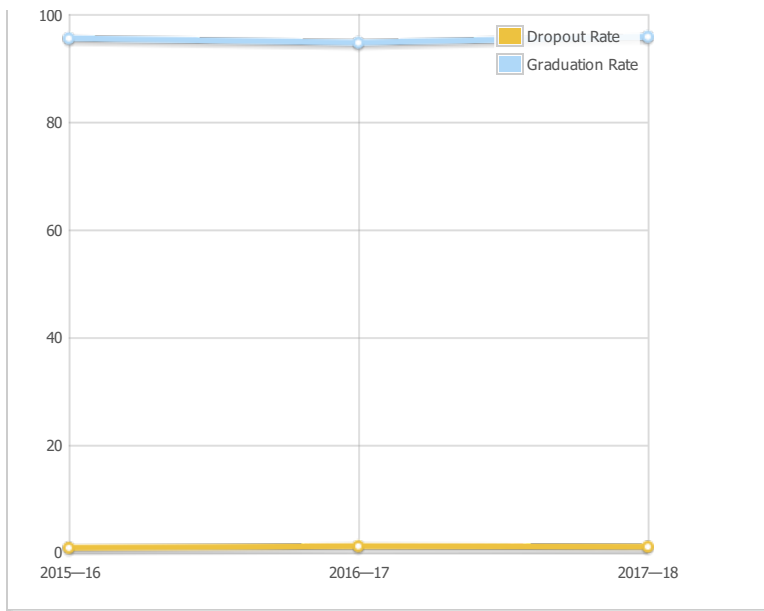
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.90%	2.80%	9.70%
Graduation Rate	95.50%	91.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	1.20%	1.10%	2.60%	3.00%	9.10%	9.60%
Graduation Rate	94.70%	95.80%	89.20%	90.40%	82.70%	83.00%

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



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/7/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	6.30%	4.40%	3.90%	5.50%	4.50%	4.20%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.10%	0.00%	0.20%	0.20%	0.20%	0.10%	0.10%	0.10%

Last updated: 1/7/2020

School Safety Plan (School Year 2019—20)

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: 1/24/2020

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 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00	31	30	46
Mathematics	25.00	13	7	11
Science	29.00	7	51	12
Social Science	31.00	9	22	52

* 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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00	27	34	45
Mathematics	28.00	21	47	39
Science	29.00	9	51	13
Social Science	30.00	10	32	44

* 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 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	28.00	21	31	56
Mathematics	27.00	34	40	37
Science	29.00	5	69	
Social Science	30.00	11	35	41

* 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: 1/7/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	541.60

*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.

**Average Number of Pupils per Counselor

Last updated: 1/7/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	1.60

*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: 1/7/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10620.67	\$2660.18	\$7960.49	\$73671.51
District	N/A	N/A	--	\$74320.45
Percent Difference – School Site and District	N/A	N/A	-1.18%	-0.87%
State	N/A	N/A	\$7506.64	\$88538.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/3/2020

Types of Services Funded (Fiscal Year 2018—19)

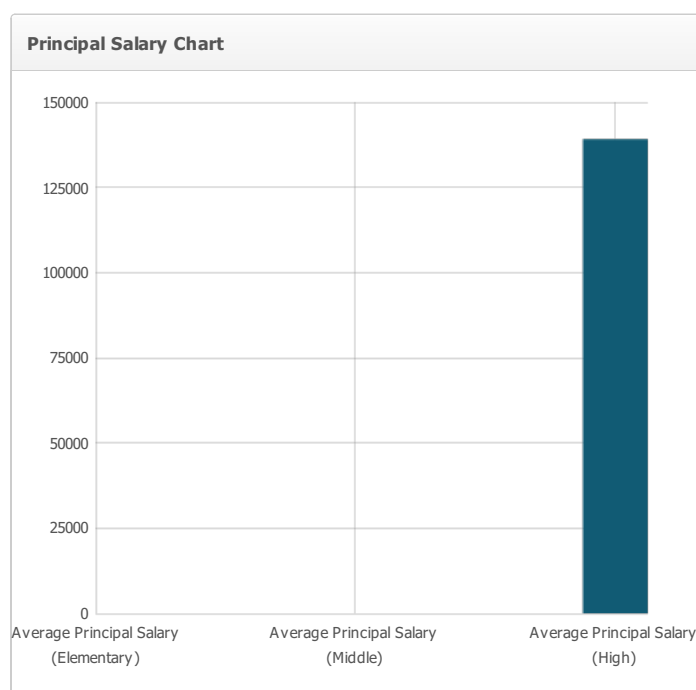
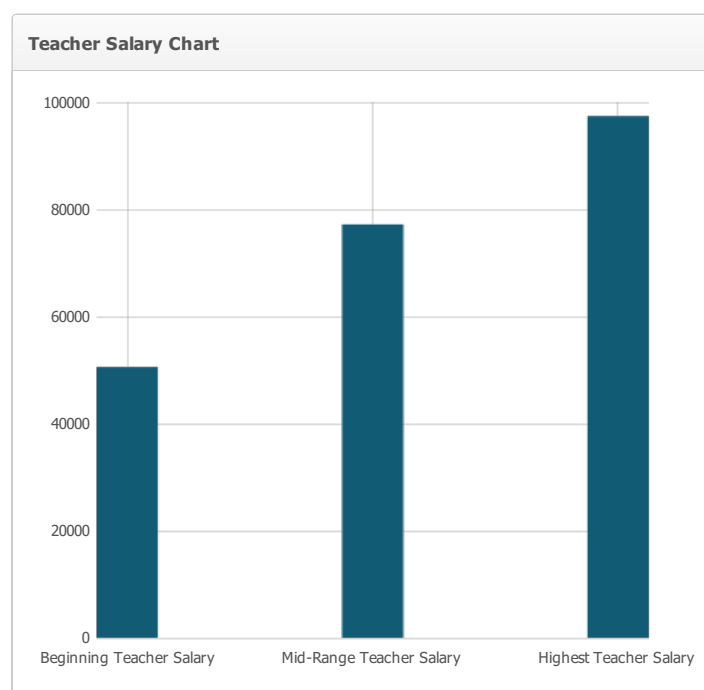
The Liberty Union High School District spends approximately \$10,620.67 annually per student for this site. This includes all education costs ranging from direct salaries of teachers, custodial and maintenance, facilities, utilities, and administration. It also includes costs of support services such as counseling, library and media services, and special State and Federal categorical funds.

Last updated: 1/3/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,546	\$52,466
Mid-Range Teacher Salary	\$77,172	\$87,373
Highest Teacher Salary	\$97,392	\$109,803
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$142,025
Average Principal Salary (High)	\$139,142	\$153,904
Superintendent Salary	\$199,500	\$241,221
Percent of Budget for Teacher Salaries	35.00%	33.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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



Last updated: 1/7/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	6	N/A
Fine and Performing Arts	6	N/A
Foreign Language	2	N/A
Mathematics	4	N/A
Science	9	N/A
Social Science	17	N/A
All Courses	45	29.60%

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

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

Last updated: 1/7/2020

Professional Development

2017-18:
Full days – 123
Partial days – 29

2018-19:
Full days – 107
Partial days – 21

2019-20:
Full days – 90
Partial days – 27

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	152	128	117