La Paloma High (Continuation)

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/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 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.libertyuhsd.k12.ca.us

School Contact Information (School Year 2019—20)	
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
Email Address	hollandc@luhsd.net
Website	luhsd.net/lapaloma
County-District-School (CDS) Code	07617210733998

Last updated: 1/3/2020

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

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 w ere not successful in a comprehensive high school setting. Our school is an effective option for at-promise 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 planning.

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, 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 w here we share and exchange ideas and techniques.
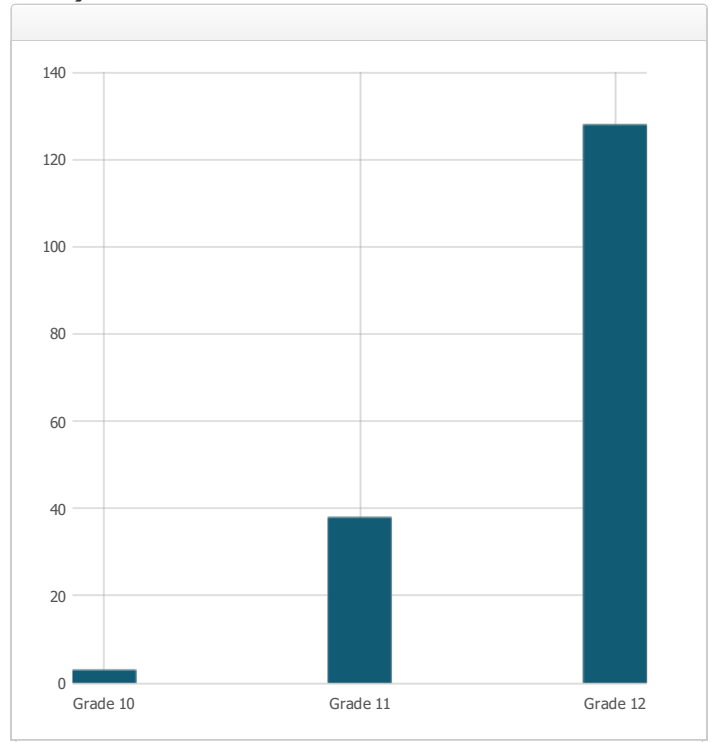
School Mission

To provide an alternative learning environment which will foster a student's self-confidence, responsibility, and academic achievement.

Last updated: 1/3/2020

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

Grade Level	Number of Students
Grade 10	3
Grade 11	38
Grade 12	128
Total Enrollment	169

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

Student Group	Percent of Total Enrollment
Black or African American	18.30 %
American Indian or Alaska Native	0.60 %
Asian	3.00 %
Filipino	0.60 %
Hispanic or Latino	45.00 %
Native Hawaiian or Pacific Islander	1.80 %
White	26.60 %
Two or More Races	3.60 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	53.30 %
English Learners	17.80 %
Students with Disabilities	19.50 %
Foster Youth	0.60 %
Homeless	7.10 %

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	11	11	11	355
Without Full Credential	0	0	0	16
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
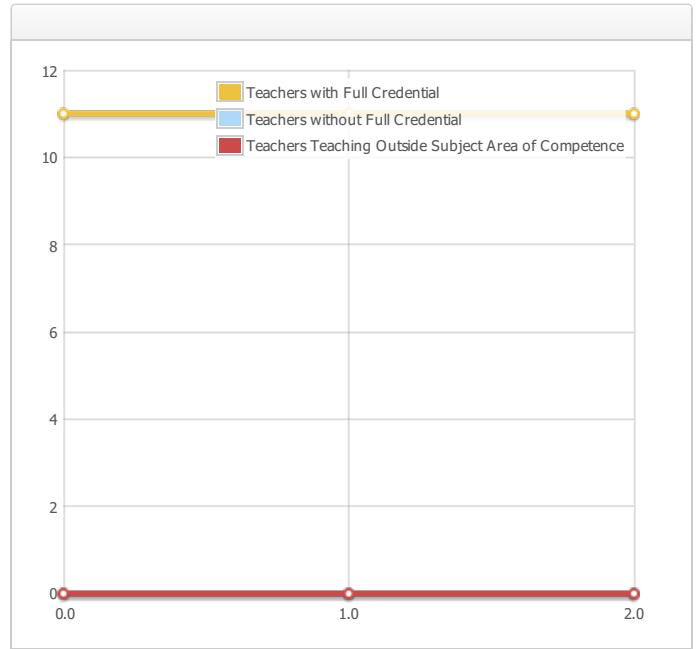
Last updated: 1/3/2020

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	• **English 9,10,11,12: Springboard**, CollegeBoard, 2017, *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, 2016-17, *Adopted: 5/2007* • **ELD Novels**, Hampton Brown, *Adopted 2014*	Yes	0.00 %
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, 2018, *Adopted: 7/2017* • **AP Calculus – Calculus, Graphical, Numerical, Algebrai**c, 5th ed., 2016 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	0.00 %
Science	• **The Living Earth**, HMH, 2020, *Adopted: 5/2019* • **Chemistry in the Earth System**, HMH, 2020 *Adopted: 5/2019* • **Physics in the Universe**, HMH, 2020, *Adopted: 5/2019* • **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	0.00 %
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	0.00 %
Foreign Language	• **Spanish 1-4 – Realidades**, Pearson, *Adopted: 7/2015* • **French 1-4 – T'es Branché**, EMC/Paradign 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	0.00 %
Health	• **Health – Glencoe Health**, Mary. H. Bronson, McGraw Hill, 2015, *Adopted: 6/2008*	Yes	0.00 %
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	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 – Garderner'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: 1/13/2020

School Facility Conditions and Planned Improvements

School maintains to be in good shape.

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: November 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: November 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)	3.0%	16.0%	58.0%	69.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	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	66	63	95.45%	4.55%	15.87%
Male	40	39	97.50%	2.50%	17.95%
Female	26	24	92.31%	7.69%	12.50%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	29	28	96.55%	3.45%	10.71%
Native Hawaiian or Pacific Islander					
White	19	19	100.00%	0.00%	26.32%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	42	40	95.24%	4.76%	15.00%
English Learners	--	--	--	--	
Students with Disabilities	11	11	100.00%	0.00%	9.09%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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	66	62	93.94%	6.06%	0.00%
Male	40	38	95.00%	5.00%	0.00%
Female	26	24	92.31%	7.69%	0.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	29	27	93.10%	6.90%	0.00%
Native Hawaiian or Pacific Islander					
White	19	19	100.00%	0.00%	0.00%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	42	40	95.24%	4.76%	0.00%
English Learners	--	--	--	--	
Students with Disabilities	11	11	100.00%	0.00%	0.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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)

CTE – La Paloma does not currently have a CTE program and/or pathway

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-o-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: 1/3/2020

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	5
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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	--	--	--

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)

Parent involvement is encouraged through our Student Leadership activities, annual La Paloma community events, Back to School Night and mini conferences for parents/students. Out School Site Council also provides 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.

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	19.20%	2.80%	9.70%
Graduation Rate	38.40%	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	16.50%	27.50%	2.60%	3.00%	9.10%	9.60%
Graduation Rate	42.90%	50.50%	89.20%	90.40%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
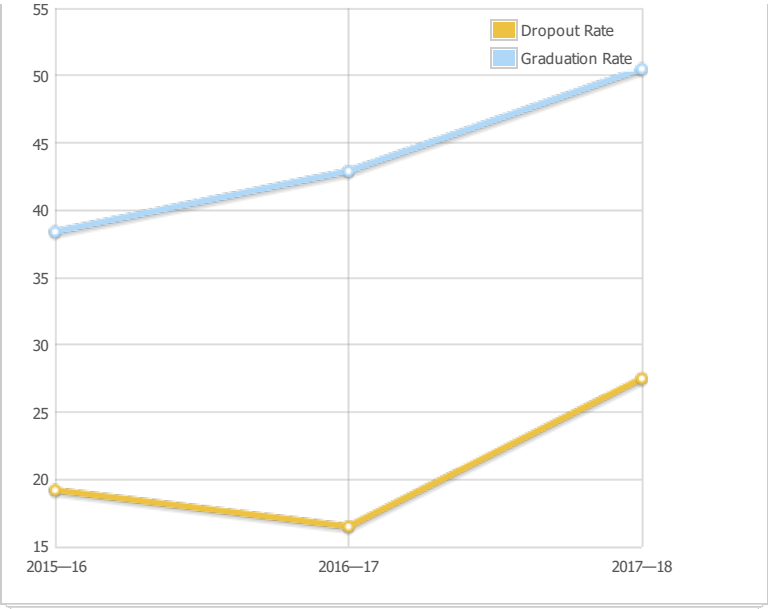
For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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	20.60%	18.40%	12.60%	5.50%	4.50%	4.20%	3.60%	3.50%	3.50%
Expulsions	1.10%	0.70%	0.40%	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.) w ere developed for all staff members dealing w ith safety issues. Quarterly, the District meets w ith 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	9.00	27		
Mathematics	11.00	3		
Science	7.00	14		
Social Science	11.00	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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	13.00	19		
Mathematics	8.00	16		
Science	12.00	8		
Social Science	9.00	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.

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	12.00	22		
Mathematics	10.00	12		
Science	8.00	11		
Social Science	9.00	23		

* 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*	0.00

*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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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	$13956.38	$2286.74	$11669.64	$77882.10
District	N/A	N/A	--	$74320.45
Percent Difference – School Site and District	N/A	N/A	44.86%	4.79%
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 $13,956.38 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/ .

Teacher Salary Chart

Principal Salary Chart
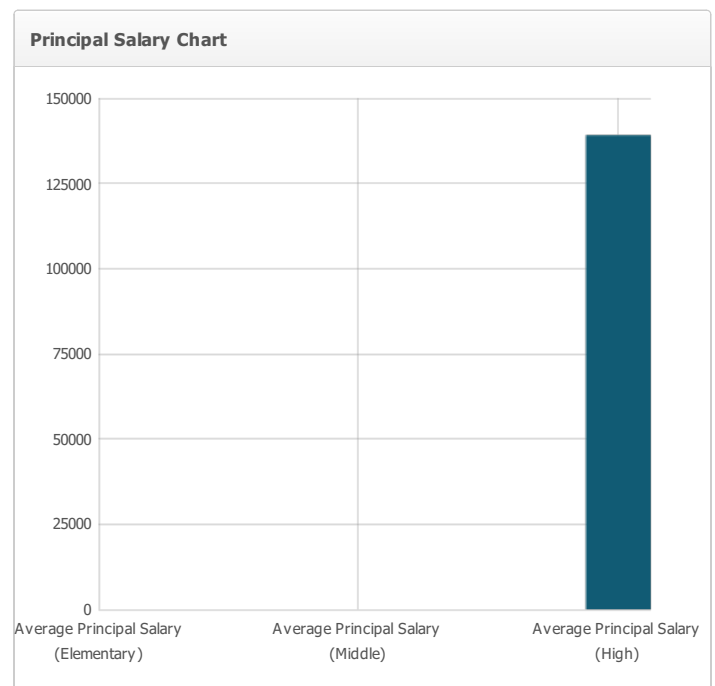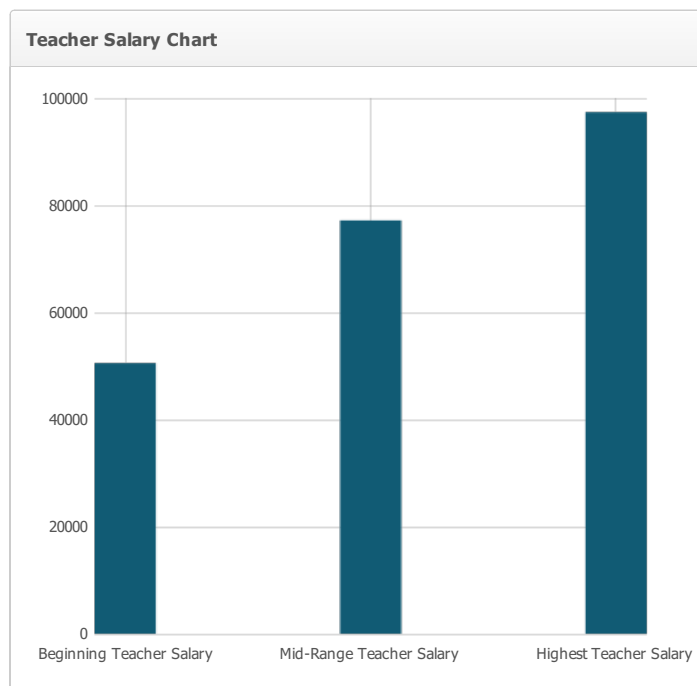
Last updated: 1/7/2020

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