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## Freedom High

2020—2021 School Accountability Report Card

Reported Using Data from the 2020—2021 School Year

California Department of Education

**Address:**

1050 Neroly Rd.  
Oakley, CA , 94561-3843

**Principal:**

Lauren Kelly, Principal

**Phone:**

(925) 625-5900

**Grade Span:**

9-12

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).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the

performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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## About This School

### Lauren Kelly, Principal

Principal, Freedom High

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### About Our School

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### Contact

Freedom High  
1050 Neroly Rd.  
Oakley, CA 94561-3843

Phone: [\(925\) 625-5900](tel:(925)625-5900)  
Email: [kellyl@luhsd.net](mailto:kellyl@luhsd.net)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

#### District Name

Liberty Union High

#### Phone Number

(925) 634-2166

#### Superintendent

Volta, Eric

#### Email Address

[voltae@luhsd.net](mailto:voltae@luhsd.net)

#### Website

[www.libertyuhsd.k12.ca.us](http://www.libertyuhsd.k12.ca.us)

### School Contact Information (School Year 2021—2022)

#### School Name

Freedom High

#### Street

1050 Neroly Rd.

#### City, State, Zip

Oakley, CA , 94561-3843

**Phone Number**

(925) 625-5900

**Principal**

Lauren Kelly, Principal

**Email Address**[kellyl@luhsd.net](mailto:kellyl@luhsd.net)**Website**<http://luhsd.net/freedom>**County-District-School (CDS) Code**

07617210730457

*Last updated: 1/19/22***School Description and Mission Statement (School Year 2021—2022)**

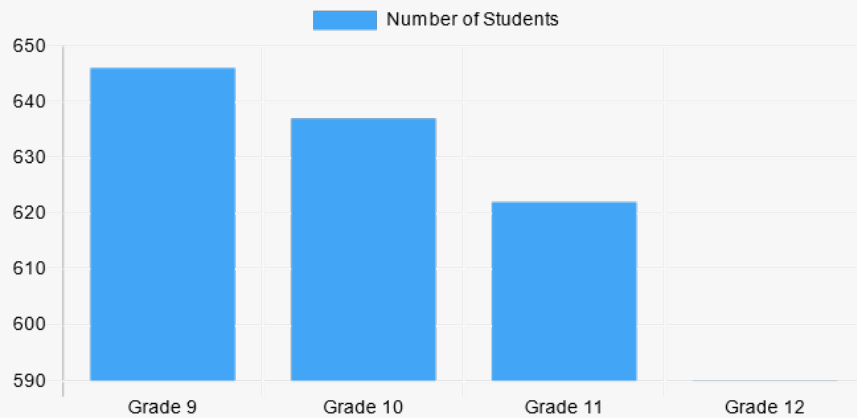
Freedom High School is located in a rural-suburban portion of East Contra Costa County. Situated amongst new housing developments and farmland to the east, Freedom High School (FHS) serves students from a large and diverse student population. FHS is one of three comprehensive high schools in the Liberty 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 2495 students. The school's attendance area serves the communities of Oakley, Knightsen, Bethel Island, and Northern Brentwood. FHS employs more than 131 credentialed employees and 74 classified employees. This includes 10 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: 1/28/22***Student Enrollment by Grade Level (School Year 2020—2021)**

Grade Level	Number of Students
Grade 9	646
Grade 10	637
Grade 11	622
Grade 12	590
Total Enrollment	2495



Last updated: 1/19/22

### Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	47.40%
Male	52.50%
Non-Binary	0.10%
American Indian or Alaska Native	0.40%
Asian	3.60%
Black or African American	10.30%
Filipino	4.60%
Hispanic or Latino	46.40%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	3.70%
White	29.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	7.50%
Foster Youth	0.50%
Homeless	1.80%
Migrant	0.00%

Socioeconomically Disadvantaged	37.60%
Students with Disabilities	13.70%

## 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 Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated:*

### Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	

Vacant Positions

Total Teachers Without Credentials and Misassignments

*Last updated:*

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

*Last updated:*

### Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

*Last updated:*

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: December 2021

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"> <li>English 9,10,11,12: Springboard, CollegeBoard, 2017, 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, 2016-17, Adopted: 5/2007</li> <li>ELD Novels, Hampton Brown, Adopted 2014</li> </ul>	Yes	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</li> </ul>	Yes	0%

	<ul style="list-style-type: none"> <li>• Pre-Calculus – with Limits, Cengage, 4th, 2018, Adopted: 7/2017</li> <li>• AP Calculus – Calculus, Graphical, Numerical, Algebraic, 5th ed., 2016 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</li> <li>• Applied Career Math – Math for Business and Life, Olympus Publishing, Adopted: 8/2021</li> </ul>		
Science	<ul style="list-style-type: none"> <li>• The Living Earth, HMH, 2020, Adopted: 5/2019</li> <li>• Chemistry in the Earth System, HMH, 2020 Adopted: 5/2019</li> <li>• Physics in the Universe, HMH, 2020, Adopted: 5/2019</li> <li>• Environmental Science, Holt McDougall, 2013, Adopted: 5/2005</li> <li>• AP Biology – Biology: The Unity and Diversity of Life, Star Thompson Pub., 11th ed., 2006</li> <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> <li>• Entomology – ‘The Insects: An Outline of Entomology’, 2019, Wiley Pub., Adopted: 12/2020</li> <li>• ELD – ‘Earth Science &amp; Biology Cycles of Life’, Hampton Brown, Adopted 2014</li> </ul>	Yes	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</li> <li>• Geography Alive!: Regions &amp; People, TCI, Adopted: 5/2018</li> <li>• Econ Alive!: The Power To Choose, TCI, Adopted: 5/2018</li> <li>• AP World History – Give Me Liberty, Prentice Hall, Stearns, 5th edition, Adopted: 1/2016</li> <li>• AP US History – ‘Give Me Liberty’, 5th edition, W.W. Norton, Adopted: 1/2016</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</li> <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> <li>• ELD – World History, US History, Government, Economics, Hampton Brown, Adopted 2014</li> </ul>	Yes	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</li> <li>• Mandarin Chinese 1-3 – Zhen Bang, EMC Adopted: 2/2014</li> </ul>	Yes	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%
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</li> <li>• Intermediate Art – The Annotated Mona Lisa, 2017, 3rd Ed., Andrews &amp; McMeel, Carol Strikland, Adopted: 7/2002</li> </ul>	Yes	0%

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

Last updated: 1/28/22

### School Facility Conditions and Planned Improvements

There are some buildings have small roof leaks. Gym has many roof leaks. There are some minor repairs such as bulb replacement and minor plumbing repairs which will be corrected through our LUHSD maintenance work order system.

Last updated: 1/31/22

### School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: February 2022

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: February 2022



Overall Rating

Exemplary

*Last updated: 1/31/22*

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** 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 taking and completing a state-administered assessment  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.  
Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

*Last updated: 1/19/22*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	602	NT	NT	NT	NT
Female	279	NT	NT	NT	NT
Male	323	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	29	NT	NT	NT	NT
Black or African American	64	NT	NT	NT	NT
Filipino	36	NT	NT	NT	NT
Hispanic or Latino	267	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	15	NT	NT	NT	NT
White	188	NT	NT	NT	NT
English Learners	27	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					

Military	30	NT	NT	NT	NT
Socioeconomically Disadvantaged	232	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	94	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Last updated: 1/19/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	602	NT	NT	NT	NT
Female	279	NT	NT	NT	NT
Male	323	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	29	NT	NT	NT	NT
Black or African American	64	NT	NT	NT	NT
Filipino	36	NT	NT	NT	NT
Hispanic or Latino	267	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	15	NT	NT	NT	NT
White	188	NT	NT	NT	NT
English Learners	27	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	30	NT	NT	NT	NT
Socioeconomically Disadvantaged	232	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	94	NT	NT	NT	NT
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Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/19/22

### Local Assessment Test Results in ELA by Student Group

Assessment Name(s): Locally-Developed Assessments for ELA

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	603	446	74	26	54
Female	280	215	77	23	60
Male	323	231	72	28	48
American Indian or Alaska Native	2	2	100	0	50
Asian	29	26	90	10	73
Black or African American	64	38	59	41	47
Filipino	36	31	86	14	68
Hispanic or Latino	268	204	76	24	46
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	8	7	88	13	43
White	189	134	71	29	61
English Learners	27	17	63	37	18
Foster Youth	5	3	60	40	33
Homeless	17	11	65	35	55
Military	0	0	0	0	0
Socioeconomically Disadvantaged	234	161	69	31	48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	50	52	48	22

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/28/22*

**Local Assessment Test Results in ELA by Student Group**

**Assessment Name(s):**

**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/28/22

### Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): Locally-Developed Assessments for Math

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	603	479	79	21	25
Female	280	229	82	18	28
Male	323	250	77	23	22
American Indian or Alaska Native	2	2	100	0	50
Asian	29	24	83	17	54
Black or African American	64	49	77	23	12
Filipino	36	32	89	11	47
Hispanic or Latino	268	214	80	20	21
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	8	7	88	13	43
White	189	148	78	22	26
English Learners	27	17	63	37	24
Foster Youth	5	4	80	20	0
Homeless	17	11	65	35	18
Military	0	0	0	0	0
Socioeconomically Disadvantaged	234	173	74	26	24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	56	58	42	11

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/28/22

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/19/22

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1134	N/T	N/T	N/T	N/T
Female	540	N/T	N/T	N/T	N/T
Male	594	N/T	N/T	N/T	N/T
American Indian or Alaska Native	--	N/T	N/T	N/T	N/T
Asian	46	N/T	N/T	N/T	N/T
Black or African American	127	N/T	N/T	N/T	N/T
Filipino	64	N/T	N/T	N/T	N/T
Hispanic or Latino	501	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	--	N/T	N/T	N/T	N/T
Two or More Races	18	N/T	N/T	N/T	N/T
White	368	N/T	N/T	N/T	N/T
English Learners	52	N/T	N/T	N/T	N/T
Foster Youth	--	N/T	N/T	N/T	N/T
Homeless					
Military	50	N/T	N/T	N/T	N/T

Socioeconomically Disadvantaged	438	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	155	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/19/22

**Career Technical Education (CTE) Programs (School Year 2020—2021)**

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At Freedom High School, Career Technical Education courses are offered in Animation, Graphic Design, Video Production, Game Design, App Development, Computer Science, Construction, Drafting, Engineering, Business, Child Development, Mock Trial, Law Enforcement, Fire Science, Sports Medicine, Electronics, Virtual Enterprise, Personal Finance, and Fashion Design. The goal is to provide the student with job training and professional skills. Upon completion of a pathway, students can enter the job market, enroll at a community college or technical school, or pursue collegiate studies with a clearly articulated academic background in a particular area. Students are encouraged to explore our Career Technical Education offerings and take a class that best fits their personal interests and post-high school goals.

Last updated: 1/28/22

**Career Technical Education (CTE) Participation (School Year 2020—2021)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1321
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	63.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	6.7

Last updated: 1/19/22

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.08%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	49.83%

Last updated: 1/19/22

**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 2020—2021)**

Percentage of Students Meeting	Percentage of Students Meeting	Percentage of Students Meeting



Grade Level	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	--	--	--

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/19/22

## 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 2021-2022)

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), African American Parent Group (AAPG), Parent Club as well as volunteer opportunities on-site.

Informally, 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 have access to both the Aeries and Canvas Portals to support parent-staff communication.

Parents also serve as elected members of our School Site Council, which is composed of parents, students, teachers, administrators, and classified staff members. It oversees the School Plan for Student Achievement (SPSA), which supports the school in trying to close the achievement gaps for Title 1 students.

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.

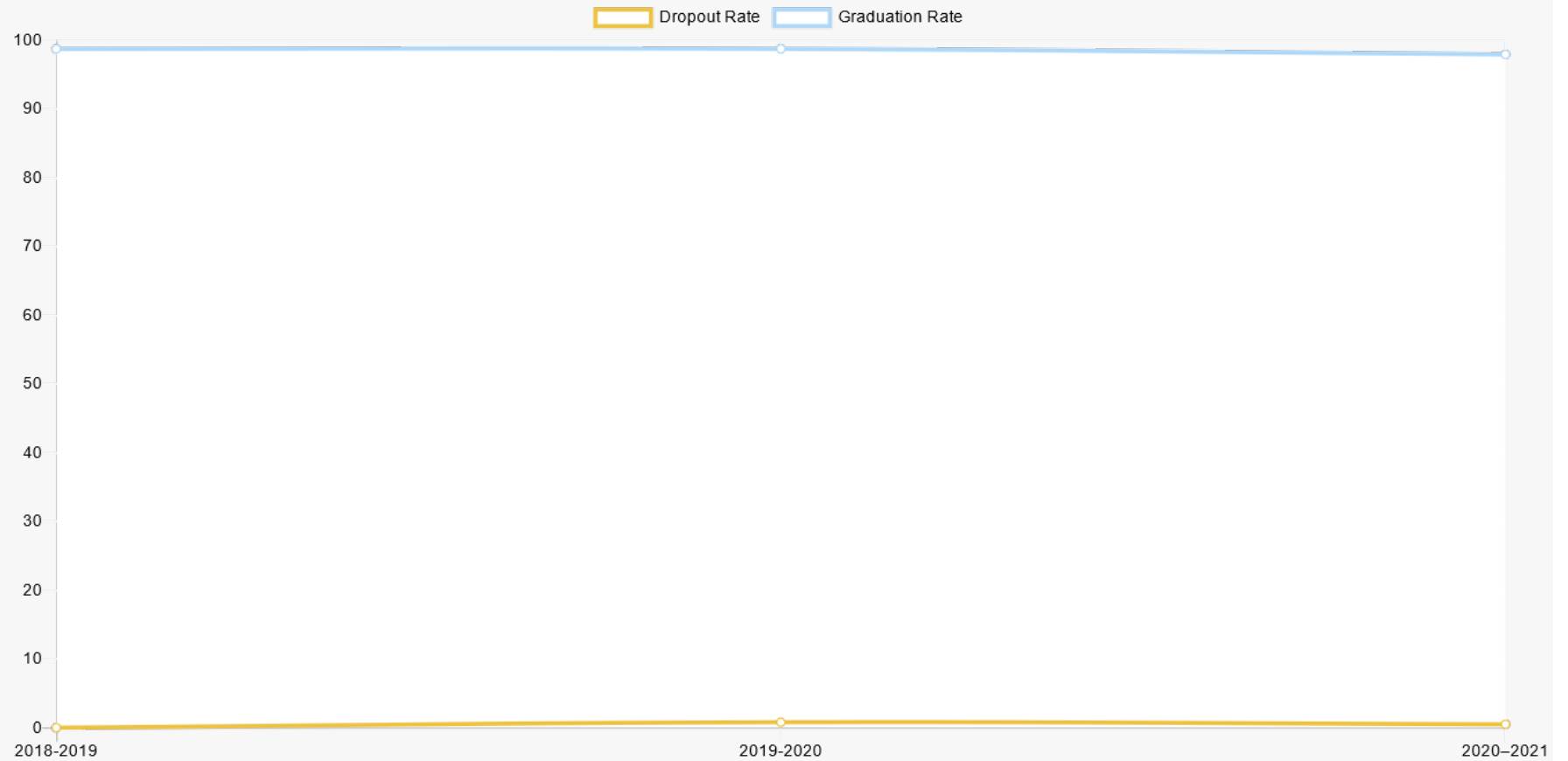
### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	0.00%	0.80%	0.50%	2.10%	1.90%	2.80%	9.00%	8.90%	9.40%
Graduation Rate	98.70%	98.70%	97.90%	91.90%	92.80%	91.90%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)  
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	563	551	97.9
Female	269	268	99.6
Male	294	283	96.3
Non-Binary	0	0	0.0

American Indian or Alaska Native	17	17	96.3
Asian			--
Black or African American	66	65	98.5
Filipino	29	28	96.6
Hispanic or Latino	246	243	98.8
Native Hawaiian or Pacific Islander			--
Two or More Races			--
White	193	187	96.9
English Learners	46	43	93.5
Foster Youth			--
Homeless	25	24	96.0
Socioeconomically Disadvantaged	317	309	97.5
Students Receiving Migrant Education Services			--
Students with Disabilities	78	72	92.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

*Last updated:*

**Chronic Absenteeism by Student Group  
(School Year 2020—2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2541	2522	258	10.2
Female	1204	1196	107	8.9
Male	1335	1324	150	11.3
American Indian or Alaska Native	92	92	5	11.3
Asian	9	9	1	11.1
Black or African American	262	260	35	13.5
Filipino	117	116	6	5.2

Hispanic or Latino	1184	1173	130	11.1
Native Hawaiian or Pacific Islander	16	15	1	6.7
Two or More Races	96	96	9	9.4
White	746	743	66	8.9
English Learners	208	203	40	19.7
Foster Youth	21	19	3	15.8
Homeless	58	57	7	12.3
Socioeconomically Disadvantaged	985	972	144	14.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	367	364	65	17.9

Last updated:

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	5.39%		4.20%		3.47%	
Expulsions	0.41%		0.16%		0.08%	

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

### Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	4.23%	3.51%	2.45%
Expulsions	0.41%	0.24%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/19/22

**Suspensions and Expulsions by Student Group  
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.39	0
Female	0.25	0
Male	0.52	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0.76	0
Filipino	0	0
Hispanic or Latino	0.42	0
Native Hawaiian or Pacific Islander	6.25	0
Two or More Races	1.04	0
White	0.13	0
English Learners	0.48	0
Foster Youth	4.76	0
Homeless	1.72	0
Socioeconomically Disadvantaged	0.81	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.36	0

Last updated:

**School Safety Plan (School Year 2021-2022)**

Last updated:

## 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 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	30.00	10	43	42
Math	28.00	13	69	12
Science	29.00	6	68	3
Social Science	30.00	8	33	53

\* 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 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	28.00	20	43	38
Math	28.00	19	45	30
Science	29.00	5	67	
Social Science	30.00	11	32	49

\* 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 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	29.00	18	26	49
Math	29.00	11	59	17
Science	29.00	5	58	9
Social Science	31.00	11	20	58

*Last updated: 1/19/22*

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	499.0

Last updated: 1/1/00

\* 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.

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	2.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	2.30

Last updated: 1/1/00

\* 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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11187.11	\$8191.22	\$2995.89	\$83164.61
District	N/A	N/A	\$8287.07	\$83272.00
Percent Difference – School Site and District	N/A	N/A	-1.16%	1.64%
State	N/A	N/A	\$8443.83	\$92222.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/28/22

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

**Types of Services Funded (Fiscal Year 2020–2021)**

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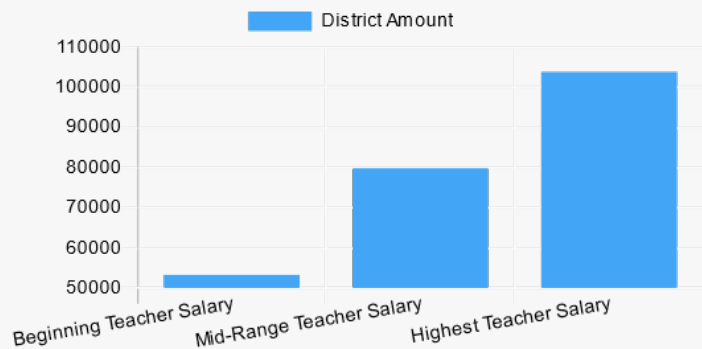
The Liberty Union High School District spends approximately \$11,187.11 annually per student for this site. This includes all education costs ranging from direct salaries of teachers, custodial and maintenance, facilities, utilities, and administration. It also includes costs of support services such as counseling, library and media services, and special State and Federal categorical funds.

Last updated: 1/28/22

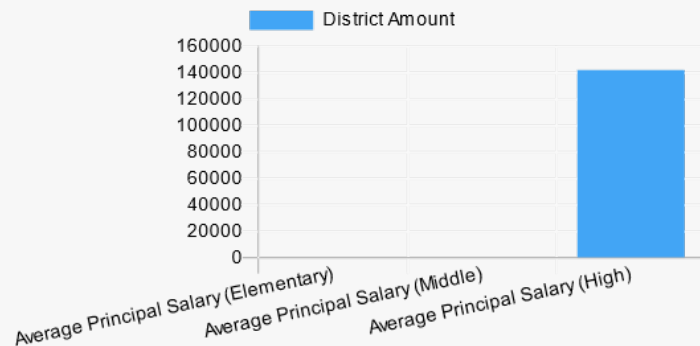
**Teacher and Administrative Salaries (Fiscal Year 2019—2020)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53266.00	\$54687.00
Mid-Range Teacher Salary	\$79797.00	\$92222.00
Highest Teacher Salary	\$103727.00	\$114208.00
Average Principal Salary (Elementary)	\$0.00	\$143647.00
Average Principal Salary (Middle)	\$0.00	\$145785.00
Average Principal Salary (High)	\$141658.00	--
Superintendent Salary	\$213710.00	\$258950.00
Percent of Budget for Teacher Salaries	35.00%	32.00%
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:

**Advanced Placement (AP) Courses (School Year 2020—2021)**

Percent of Students in AP Courses 24.20%

Subject	Number of AP Courses Offered*
Computer Science	0
English	3
Fine and Performing Arts	2
Foreign Language	1
Mathematics	5
Science	6
Social Science	17
Total AP Courses Offered*	36.00%

Last updated: 1/19/22

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

**Professional Development**

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	117	26	126

**Addendum**

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school’s local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level CAASPP Test Results in ELA by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	2095	NT	NT	NT	NT
Female	1020	NT	NT	NT	NT
Male	1073	NT	NT	NT	NT
American Indian or Alaska Native	16	NT	NT	NT	NT
Asian	105	NT	NT	NT	NT
Black or African American	196	NT	NT	NT	NT
Filipino	122	NT	NT	NT	NT
Hispanic or Latino	733	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	11	NT	NT	NT	NT
Two or More Races	111	NT	NT	NT	NT
White	801	NT	NT	NT	NT
English Learners	96	NT	NT	NT	NT
Foster Youth	12	NT	NT	NT	NT
Homeless					
Military	75	NT	NT	NT	NT
Socioeconomically Disadvantaged	596	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	282	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.

Last updated: 1/20/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	2095	NT	NT	NT	NT
Female	1020	NT	NT	NT	NT
Male	1073	NT	NT	NT	NT
American Indian or Alaska Native	16	NT	NT	NT	NT
Asian	105	NT	NT	NT	NT
Black or African American	196	NT	NT	NT	NT
Filipino	122	NT	NT	NT	NT
Hispanic or Latino	733	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	11	NT	NT	NT	NT
Two or More Races	111	NT	NT	NT	NT
White	801	NT	NT	NT	NT
English Learners	96	NT	NT	NT	NT
Foster Youth	12	NT	NT	NT	NT
Homeless					
Military	75	NT	NT	NT	NT
Socioeconomically Disadvantaged	596	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	282	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/20/22

**LEA-Level Local Assessment Test Results in ELA by Student Group**  
**Assessment Name/s: LUHSD Locally-Developed Assessment Results for ELA**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	2088	1621	78	22	64
Female	1020	825	81	19	69
Male	1066	794	74	26	58
American Indian or Alaska Native	16	12	75	25	50
Asian	105	902	88	12	76
Black or African American	195	123	63	37	55
Filipino	125	114	91	9	75
Hispanic or Latino	730	559	77	23	55
Native Hawaiian or Pacific Islander	11	7	64	36	86
Two or More Races	87	73	84	16	73
White	799	630	79	21	68
English Learners	95	40	42	58	8
Foster Youth	9	4	44	56	50
Homeless	30	20	67	33	50
Military	0	0	0	0	0
Socioeconomically Disadvantaged	603	396	66	34	53
Students Receiving Migrant Education Services	3	0	0	100	0
Students with Disabilities	285	146	51	49	26

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/28/22

**LEA-Level Assessment Test Results in Mathematics by Student Group**

**Assessment Name/s: LUHSD Locally-Developed Assessment Results for Math  
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	2088	1661	80	20	42
Female	1020	834	82	18	46
Male	1066	825	77	23	38
American Indian or Alaska Native	16	15	94	6	47
Asian	105	85	81	19	59
Black or African American	195	136	70	30	31
Filipino	125	113	90	10	62
Hispanic or Latino	730	579	79	21	35
Native Hawaiian or Pacific Islander	11	8	73	27	38
Two or More Races	87	71	82	18	54
White	799	641	80	20	44
English Learners	95	58	61	39	16
Foster Youth	9	6	67	33	17
Homeless	30	20	67	33	20
Military	0	0	0	0	0
Socioeconomically Disadvantaged	603	436	72	28	29
Students Receiving Migrant Education Services	3	2	67	33	50
Students with Disabilities	285	179	63	37	10

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/28/22

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