VIEW TRANSLATION DISCLAIMER

Independence High

2020—2021 School Accountability Report Card

Reported Using Data from the 2020—2021 School Year

California Department of Education

Address:
929 Second St.
Brentwood, CA , 94513-1137

Principal:
Mr. Guy Rognlien, Principal

Phone:
(925) 634-2589

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.

About This School

Mr. Guy Rognlien, Principal

Principal, Independence High

About Our School

Contact

Independence High
929 Second St.
Brentwood, CA 94513-1137

Phone: (925) 634-2589
Email: rognlien@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

Website
www.libertyuhsd.k12.ca.us

School Contact Information (School Year 2021—2022)

School Name
Independence High

Street
929 Second St.

City, State, Zip

Brentwood, CA , 94513-1137

Phone Number
(925) 634-2589

Principal
Mr. Guy Rognlien, Principal

Email Address
rognlien@luhsd.net

Website
http://luhsd.net/independence

County-District-School (CDS) Code
07617210730572

Last updated: 1/19/22

School Description and Mission Statement (School Year 2021—2022)

Independence High School (IHS) is a school of choice (alternative high school) for students within the Liberty Union High School District (LUHSD) boundaries. IHS is highly individualized in its curriculum and instruction as the students complete coursework at home and/or in the confines of the school setting when available. Students earn their credits on a variable credit system (except math). Blended learning (online credit recovery program) may also be available.

Our Wheel program format has students attending IHS at least once a week and seen by each CORE subject matter teacher (except mathematics), during an eighty minute period (same day). Students also have the opportunity to participate in electives on or off the Wheel. Students receive weekly assignments at that time and are expected to spend a minimum of 20-25 hours a week on academic work. All Mathematics courses take place on site and in a classroom setting for a minimum of two hours and forty-minutes a week (most classes meet for a total of four hours a week). Students also have the opportunity to take small group enrichment and support classes and/or to attend drop-in tutoring sessions for all subjects. Student schedules are created each semester and based on the individual needs. Student progress on standards, and credits are recorded and communicated through quarterly progress reports and semester grades. IHS works well for students who possess the self-initiative and determination to complete academic coursework on their own. Independence is an accredited high school through the Western Association of Schools and Colleges (WASC) in which students pursue their educational opportunities mainly outside the classroom, yet within the framework of the educational requirements of the Liberty Union High School District and the State of California. The nature of the independent study program gives students the opportunity to personalize their instruction and the freedom to utilize resources and activities to create an exciting and flexible educational experience. While attending IHS, many students take courses concurrently at the local community colleges.

Our highlighted school-wide programs are our Student Leadership program and our Outdoor Wetlands Learning program (OWL program). Student Leadership program is designed to provide time and training to better assume the responsibilities required of student leaders. Emphasis is placed on development and application of leadership skills and on the actual organization and functionality of school activities and functions. The OWL program is a cross disciplinary program that brings environmental science education into all of our core subjects and focuses on bringing students into our local delta estuary for hands on learning experiences. We have partnered w ith government, business and non-profit organizations to monitor, test and maintain our local watershed from the local creek to the estuary where our local rivers meet the Bay. The goals of the program are to engage our students in local environmental issues, provide them with relevant jobs skills for local industry and increase their interest in their education overall.

Independence High School provides a learning environment where all students feel valued and unique. Our school and programs are tailored to meet students' individual needs and incorporates individual learning styles, interests, aptitudes and passions. Students learn and practice the self-discipline necessary for future success.

*Our Motto is *Inspiration *Dedication *Graduation*

Our Mission is to inspire all students to learn by providing opportunities for academic achievement and personal success.

Our Vision is that all students will graduate as self-directed learners who are effective, clear communicators and responsible citizens prepared to compete globally in the 21st century.

Student Learning Outcomes -

Upon graduation students will be . . .

1) self directed learners who:
• use high order thinking skills of application, analysis, synthesis and evaluation in practical situations
• demonstrate technological literacy by using skills to calculate, solve problems, and collect data
• develop a personal career path and/or educational plan

2) effective, clear communicators who:
• read, write, speak, and listen reflectively and critically
• convey and understand ideas, feelings, and beliefs through written and oral expression
• utilize technology effectively to convey ideas and share learning

3) responsible citizens who:
• advocate for themselves in order to make the transition into the world of work or future education
• contribute to the welfare of self, the school community, the environment, and the world
• demonstrate respect for diversity of culture, language, and opinion

Last updated: 1/28/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 9	6
Grade 10	26
Grade 11	48
Grade 12	99
Total Enrollment	179
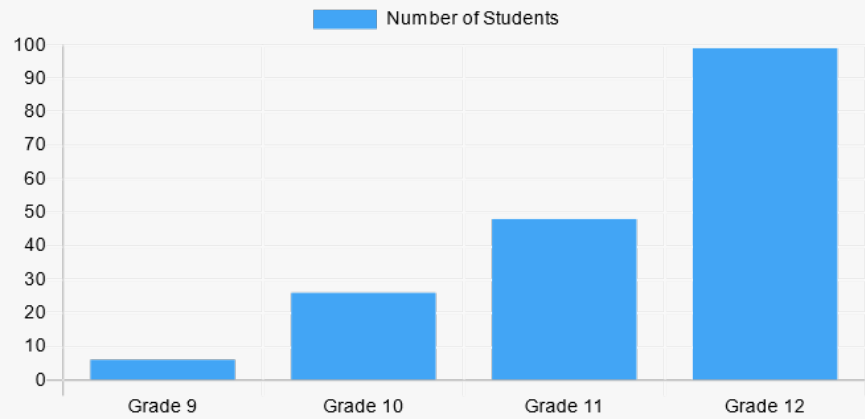
Last updated: 1/19/22

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

Student Group	Percent of Total Enrollment
Female	59.80%
Male	40.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	1.70%
Black or African American	6.70%
Filipino	0.00%
Hispanic or Latino	36.90%
Native Hawaiian or Pacific Islander	1.10%
Two or More Races	3.90%
White	48.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	3.40%
Foster Youth	0.00%
Homeless	0.60%
Migrant	0.60%

Socioeconomically Disadvantaged	29.60%
Students with Disabilities	9.50%

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	• 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%
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	Yes	0%

	• Pre-Calculus – with Limits, Cengage, 4th, 2018, Adopted: 7/2017 • AP Calculus – Calculus, Graphical, Numerical, Algebraic, 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 Career Math – Math for Business and Life, Olympus Publishing, Adopted: 8/2021		
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 – 'The Insects: An Outline of Entomology', 2019, Wiley Pub., Adopted: 12/2020 • ELD – 'Earth Science & Biology Cycles of Life', Hampton Brown, Adopted 2014	Yes	0%
History-Social Science	• History Alive!: World Connections, TCI, Adopted: 5/2018 • History Alive!: Pursuing American Ideals, TCI, Adopted: 5/2018 • Government Alive!: Power, Politics, & You, TCI, Adopted: 5/2018 • Geography Alive!: Regions & People, TCI, Adopted: 5/2018 • Econ Alive!: The Power To Choose, TCI, Adopted: 5/2018 • AP World History – Give Me Liberty, Prentice Hall, Stearns, 5th edition, Adopted: 1/2016 • AP US History – 'Give Me Liberty', 5th edition, W.W. Norton, Adopted: 1/2016 • AP Human Geography - Human Geography in Action, Kuby, 6th ed., Wiley, Adopted: 1/2014 • AP Economics – Economics: Principles, Problems & Policies, McGraw Hill, 20th ed., Adopted: 7/2015 • AP Government – American Government, 10th edition, McDougall, Littell, Wilson, and Dilulio, Adopted: 7/2006 • AP European History – History of Western Society, McKay, 8th ed., HMH, Adopted: 2006 • AP Psychology – Myers Psychology, 2nd ed., 2014, Worth, Adopted: 12/2011 • ELD – World History, US History, Government, Economics, Hampton Brown, Adopted 2014	Yes	0%
Foreign Language	• Spanish 1-4 – Realidades, Pearson, Adopted: 7/2015 • French 1-4 – T'es Branche, 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%
Health	• Health – Glencoe Health, Mary. H. Bronson, McGraw Hill, 2015, Adopted: 6/2008	Yes	0%
Visual and Performing Arts	• Intro to Art History - Gardner's Art Through the Ages, 15th ed., 2016, Cengage, Adopted: 7/2002 • Theater Arts 1, 2, 3 – Basic Drama Projects, 8th edition, Tanner, Fran Averett, Perfection Learning Corporation, 8th ed., 2004, Adopted: 1/2008 • Intermediate Art – The Annotated Mona Lisa, 2017, 3rd Ed., Andrews & McMeel, Carol Strikland, Adopted: 7/2002	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%

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

Last updated: 1/28/22

School Facility Conditions and Planned Improvements

Site currently in good condition. There are some minor repairs noted but LUHSD maintenance will repair through our 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: December 2021

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 2021

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	55	NT	NT	NT	NT
Female	32	NT	NT	NT	NT
Male	23	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	16	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	31	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	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	55	NT	NT	NT	NT
Female	32	NT	NT	NT	NT
Male	23	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	16	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	31	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	--	NT	NT	NT	NT

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	55	38	69	31	61
Female	32	22	69	31	64
Male	23	16	70	30	56
American Indian or Alaska Native	0	0	0	0	0
Asian	2	1	50	50	100
Black or African American	1	0	0	100	0
Filipino	2	2	100	0	50
Hispanic or Latino	16	10	63	38	80
Native Hawaiian or Pacific Islander	1	1	100	0	100
Two or More Races	2	1	50	50	0
White	31	23	74	26	52
English Learners	1	0	0	100	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	10	56	44	60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	5	2	40	60	0

*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 AssessmentTest 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	55	37	67	33	65
Female	32	23	72	28	65
Male	23	14	61	39	64
American Indian or Alaska Native	0	0	0	0	0
Asian	2	1	50	50	100
Black or African American	1	0	0	100	0
Filipino	2	2	100	0	50
Hispanic or Latino	16	10	63	38	70
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	2	1	50	50	0
White	31	22	71	29	68
English Learners	1	1	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	13	72	28	54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	5	3	60	40	0

*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	144	NT	NT	NT	NT
Female	81	NT	NT	NT	NT
Male	63	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	53	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	70	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					

Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	NT	NT	NT	NT

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) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	23
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	--

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	95.53%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	13.89%

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)

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
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)

Opportunities for involvement include School Site Council, Safety Committee, English Learners Advisory Committee as well as individualized meetings with teachers, support staff, and administrators through the Multi-Tiered System of Supports (MTSS) process. The ways we communicate with parents; phone, postal mail, email, Parent Portal (AERIES data base that allows real-time parent and school communication), Blackboard (mass communications that enables us to reach anyone, anytime), Back to School BBQ, Open House, Honor Roll, new student orientations, weekly "evenings with administration", along with our website and social media accounts.

Parents may contact the school directly by calling 925-634-2589 or by accessing our website at http://luhsd.net/independence 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	1.80%	7.60%	8.60%	2.10%	1.90%	2.80%	9.00%	8.90%	9.40%
Graduation Rate	49.10%	48.50%	60.30%	91.90%	92.80%	91.90%	84.50%	84.20%	83.60%
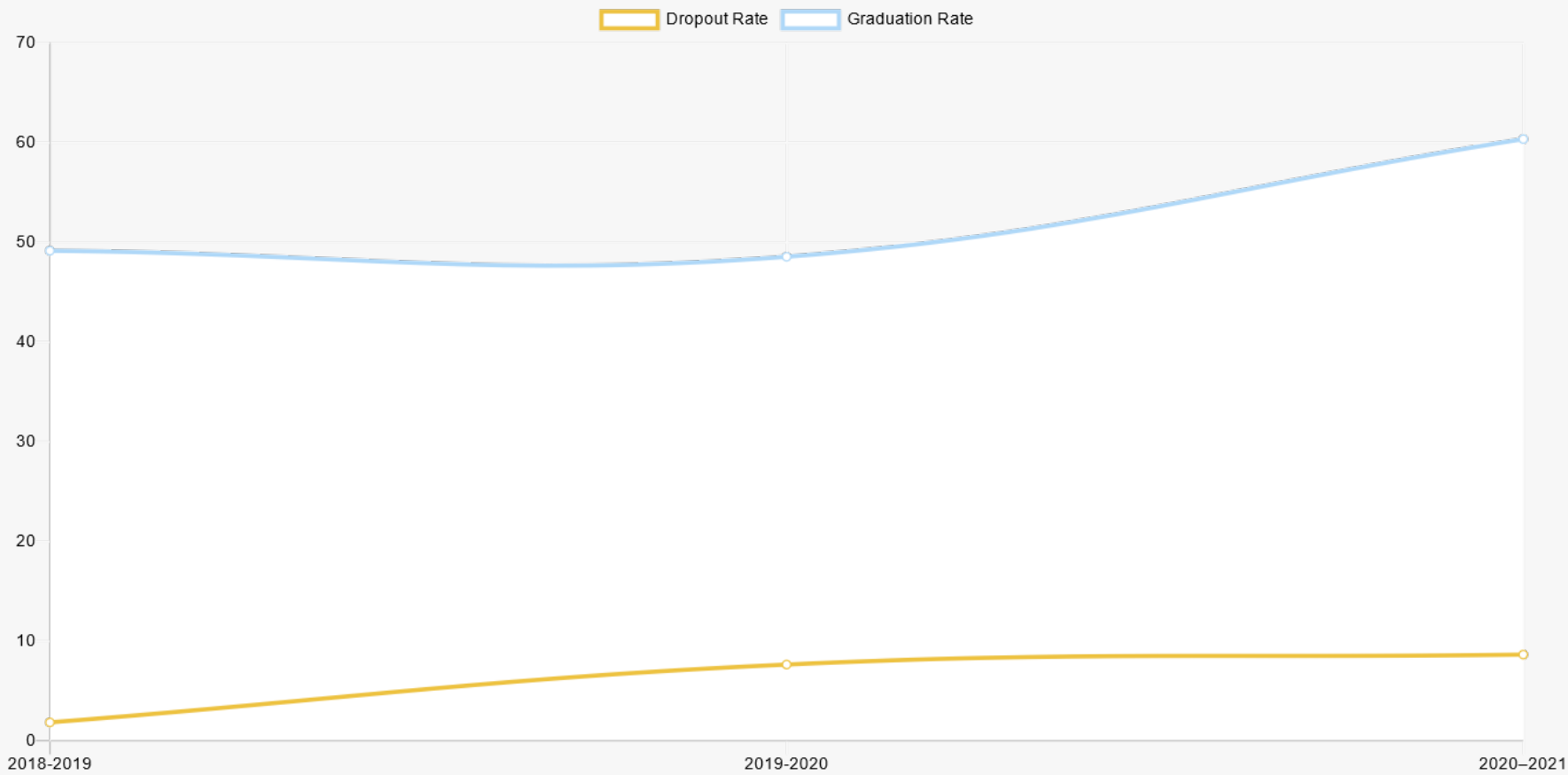
Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	116	70	60.3
Female	65	44	67.7
Male	51	26	51.0
Non-Binary	0	0	0
American Indian or Alaska Native			51.0
Asian			--
Black or African American	12	6	50.0
Filipino	0	0	0.00

Hispanic or Latino	44	26	59.1
Native Hawaiian or Pacific Islander			--
Two or More Races			--
White	53	36	67.9
English Learners			--
Foster Youth	0	0	0.0
Homeless			--
Socioeconomically Disadvantaged	58	32	55.2
Students Receiving Migrant Education Services			--
Students with Disabilities	11	4	36.4

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	264	254	178	70.1
Female	151	146	96	65.8
Male	113	108	82	75.9
American Indian or Alaska Native	4	4	3	75.9
Asian	2	2	2	100.0
Black or African American	16	16	10	62.5
Filipino	3	3	1	33.3
Hispanic or Latino	95	93	61	65.6
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	9	8	5	62.5
White	131	124	93	75.0

English Learners	9	8	5	62.5
Foster Youth	0	0	0	0.0
Homeless	3	3	3	100.0
Socioeconomically Disadvantaged	84	83	61	73.5
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	23	23	16	69.6

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	0.28%		4.20%		3.47%	
Expulsions	0.00%		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	0.97%	3.51%	2.45%
Expulsions	0.00%	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	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	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	5.00	57		
Math	20.00	7	2	4
Science	4.00	32		
Social Science	5.00	55		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	4.00	45		
Math	4.00	5	1	2
Science	7.00	14		
Social Science	4.00	51		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	4.00	42		
Math	4.00	15	1	
Science	6.00	13		
Social Science	3.00	64		

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*	179.0

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)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.00

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	$17649.58	$13623.19	$4026.39	$85042.72
District	N/A	N/A	$8287.07	$83272.00
Percent Difference – School Site and District	N/A	N/A	64.39%	3.94%
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)

The Liberty Union High School District spends approximately $17,649.58 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/.
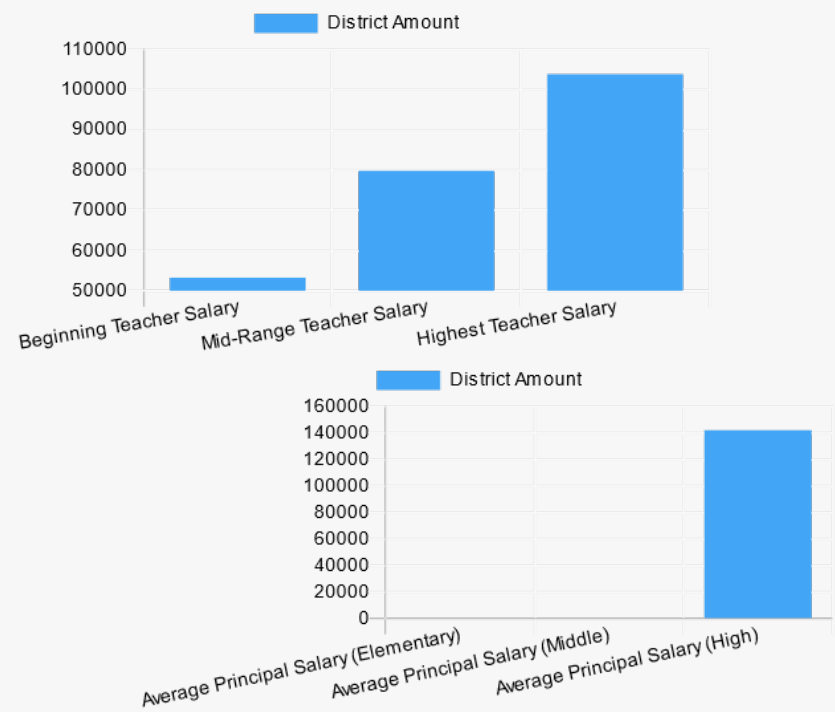
Last updated:

Professional Development

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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

California Department of Education
1430 N Street
Sacramento, CA 95814