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Liberty High

2020—2021 School Accountability Report Card

Reported Using Data from the 2020—2021 School Year

California Department of Education

Address:

850 Second St.
Brentwood, CA , 94513-1132

Principal:

Efa Huckaby, Principal

Phone:

(925) 634-3521

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

Efa Huckaby, Principal

Principal, Liberty High

About Our School

Contact

Liberty High
850 Second St.
Brentwood, CA 94513-1132

Phone: [\(925\) 634-3521](tel:(925)634-3521)
Email: huckabye@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

Liberty High

Street

850 Second St.

City, State, Zip

Brentwood, CA , 94513-1132

Phone Number

(925) 634-3521

Principal

Efa Huckaby, Principal

Email Address

huckabye@luhsd.net

Website

<http://www.luhdsd.net/liberty>

County-District-School (CDS) Code

07617210733980

Last updated: 1/19/22

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

Mission Statement

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

The Vision of Liberty High School

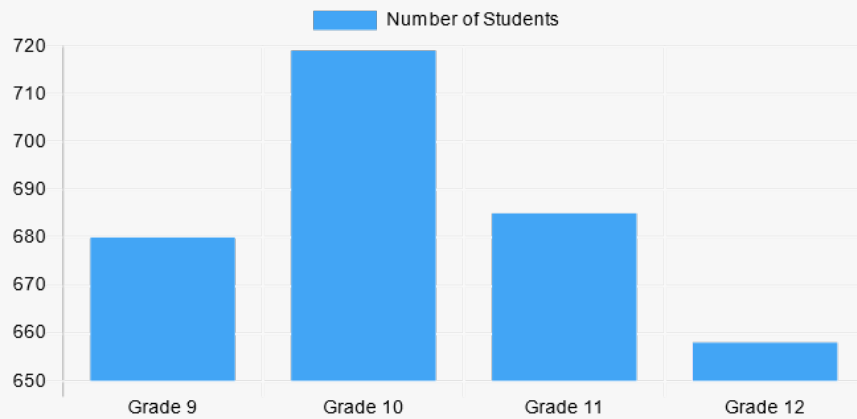
When we achieve our mission:

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

Last updated: 1/28/22

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

Grade Level	Number of Students
Grade 9	680
Grade 10	719
Grade 11	685
Grade 12	658
Total Enrollment	2742



Last updated: 1/19/22

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

Student Group	Percent of Total Enrollment
Female	49.20%
Male	50.80%
Non-Binary	0.00%
American Indian or Alaska Native	1.00%
Asian	3.50%
Black or African American	5.70%
Filipino	3.40%
Hispanic or Latino	37.10%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	5.50%
White	42.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	7.80%
Foster Youth	0.30%
Homeless	0.30%
Migrant	0.10%

Socioeconomically Disadvantaged	27.10%
Students with Disabilities	15.50%

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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%

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Spanish 1-4 – Realidades, Pearson, Adopted: 7/2015 • French 1-4 – T’es Branche, EMC/Paradigm Publisher, Adopted: 7/2015 • German 1-3 – Portfolio Deutch, Klett-Langenschiedt, Adopted: 7/2015 • Mandarin Chinese 1-3 – Zhen Bang, EMC Adopted: 2/2014 	Yes	0%
Health	<ul style="list-style-type: none"> • Health – Glencoe Health, Mary. H. Bronson, McGraw Hill, 2015, Adopted: 6/2008 	Yes	0%
Visual and Performing Arts	<ul style="list-style-type: none"> • 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%
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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

Campus overall in sound condition with the exception there are some roofs that have leaks. There are some minor repairs such as light bulb replacement, ceiling tile replacement and minor plumbing which will be repaired 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: January 2022

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	Fair	
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: January 2022

Overall Rating

Good

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	647	NT	NT	NT	NT
Female	324	NT	NT	NT	NT
Male	323	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	26	NT	NT	NT	NT
Black or African American	43	NT	NT	NT	NT
Filipino	21	NT	NT	NT	NT
Hispanic or Latino	221	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	27	NT	NT	NT	NT
White	295	NT	NT	NT	NT
English Learners	46	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					

Military	21	NT	NT	NT	NT
Socioeconomically Disadvantaged	176	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	101	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	647	NT	NT	NT	NT
Female	324	NT	NT	NT	NT
Male	323	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	26	NT	NT	NT	NT
Black or African American	43	NT	NT	NT	NT
Filipino	21	NT	NT	NT	NT
Hispanic or Latino	221	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	27	NT	NT	NT	NT
White	295	NT	NT	NT	NT
English Learners	46	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	21	NT	NT	NT	NT
Socioeconomically Disadvantaged	176	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT

Students with Disabilities	101	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	648	496	77	23	64
Female	324	258	80	20	68
Male	324	238	73	27	60
American Indian or Alaska Native	10	8	80	20	38
Asian	27	22	81	19	86
Black or African American	43	27	63	37	59
Filipino	22	20	91	9	75
Hispanic or Latino	222	162	73	27	56
Native Hawaiian or Pacific Islander	4	3	75	25	100
Two or More Races	23	18	78	22	61
White	294	235	80	20	68
English Learners	46	12	26	74	0
Foster Youth	2	0	0	100	0
Homeless	4	2	50	50	50
Military	0	0	0	0	0
Socioeconomically Disadvantaged	179	110	61	39	61
Students Receiving Migrant Education Services	3	0	0	100	0
Students with Disabilities	103	51	50	50	27

*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	648	491	76	24	42
Female	324	251	77	23	43
Male	324	240	74	26	40
American Indian or Alaska Native	10	10	100	0	60
Asian	27	18	67	33	33
Black or African American	43	24	56	44	38
Filipino	22	18	82	18	50
Hispanic or Latino	222	166	75	25	36
Native Hawaiian or Pacific Islander	4	4	100	0	50
Two or More Races	23	14	61	39	43
White	294	235	80	20	45
English Learners	46	30	65	35	13
Foster Youth	2	1	50	50	0
Homeless	4	3	75	25	33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	179	129	72	28	33
Students Receiving Migrant Education Services	3	2	67	33	50
Students with Disabilities	103	63	61	39	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 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	1206	NT	NT	NT	NT
Female	612	NT	NT	NT	NT
Male	594	NT	NT	NT	NT
American Indian or Alaska Native	11	NT	NT	NT	NT
Asian	46	NT	NT	NT	NT
Black or African American	68	NT	NT	NT	NT
Filipino	41	NT	NT	NT	NT
Hispanic or Latino	416	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	81	NT	NT	NT	NT
White	537	NT	NT	NT	NT
English Learners	79	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					

Military	38	NT	NT	NT	NT
Socioeconomically Disadvantaged	314	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	173	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) Programs (School Year 2020—2021)

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

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

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

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

Last updated: 1/28/22

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1560
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4.8

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	97.33%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	61.42%

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)

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

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

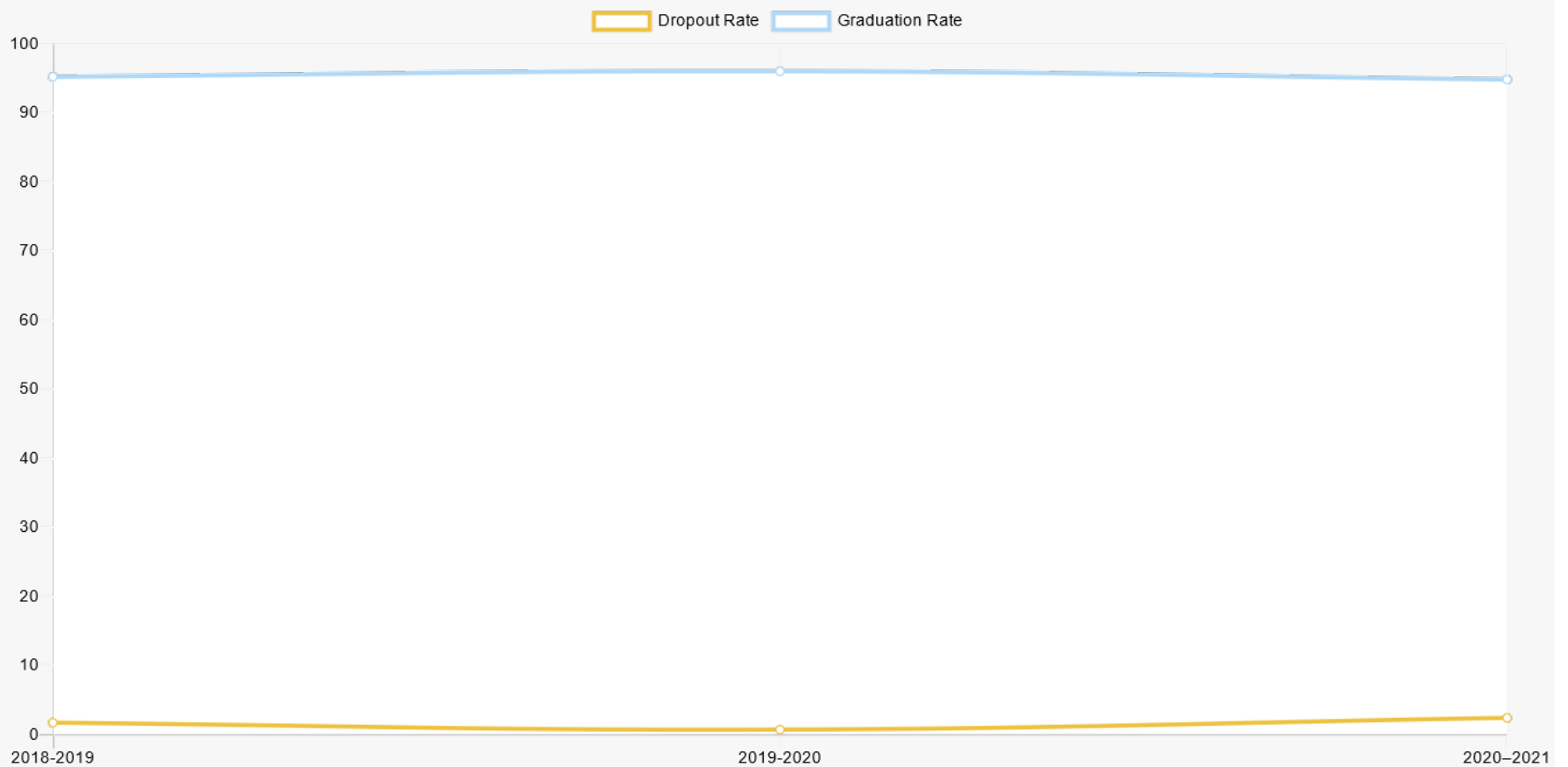
State Priority: Pupil Engagement

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	1.70%	0.70%	2.40%	2.10%	1.90%	2.80%	9.00%	8.90%	9.40%
Graduation Rate	95.20%	96.00%	94.80%	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)

Number of Students	Number of Cohort	Cohort Graduation

Student Group	in Cohort	Graduates	Rate
All Students	580	550	94.8
Female	298	291	97.7
Male	282	259	91.8
Non-Binary	0	0	0.0
American Indian or Alaska Native	21	18	91.8
Asian			--
Black or African American	28	27	96.4
Filipino	20	20	100.0
Hispanic or Latino	200	184	92.0
Native Hawaiian or Pacific Islander			--
Two or More Races	51	48	94.1
White	250	244	97.6
English Learners	55	38	69.1
Foster Youth			--
Homeless	15	14	93.3
Socioeconomically Disadvantaged	215	197	91.6
Students Receiving Migrant Education Services			--
Students with Disabilities	95	79	83.2

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	2803	2777	240	8.6
Female	1372	1358	105	7.7
Male	1430	1418	135	9.5

American Indian or Alaska Native	101	99	6	9.5
Asian	28	28	5	17.9
Black or African American	163	163	21	12.9
Filipino	93	93	5	5.4
Hispanic or Latino	1038	1026	115	11.2
Native Hawaiian or Pacific Islander	16	16	0	0.0
Two or More Races	156	154	10	6.5
White	1176	1166	74	6.3
English Learners	238	233	48	20.6
Foster Youth	8	8	0	0.0
Homeless	13	12	6	50.0
Socioeconomically Disadvantaged	772	767	120	15.6
Students Receiving Migrant Education Services	4	4	1	25.0
Students with Disabilities	445	444	68	15.3

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	3.91%		4.20%		3.47%	
Expulsions	0.04%		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	3.75%	3.51%	2.45%
Expulsions	0.17%	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	0.21	0
Female	0	0
Male	0.42	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	0.1	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0.64	0
White	0.34	0
English Learners	0.84	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.52	0
Students Receiving Migrant Education Services	0	0

Students with Disabilities

0.67

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	28.00	21	31	56
Math	27.00	34	40	37
Science	29.00	5	69	
Social Science	30.00	11	35	41

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

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	26.00	34	31	50
Math	26.00	32	37	38
Science	29.00	8	64	5
Social Science	29.00	14	27	44

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

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

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	25.00	35	47	37

Math	25.00	27	44	34
Science	28.00	9	64	4
Social Science	31.00	8	30	46

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*	685.5

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)	4.00
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	2.10

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	\$10969.17	\$8039.56	\$2929.61	\$80283.99
District	N/A	N/A	\$8287.07	\$83272.00

Percent Difference – School Site and District	N/A	N/A	-2.99%	-1.88%
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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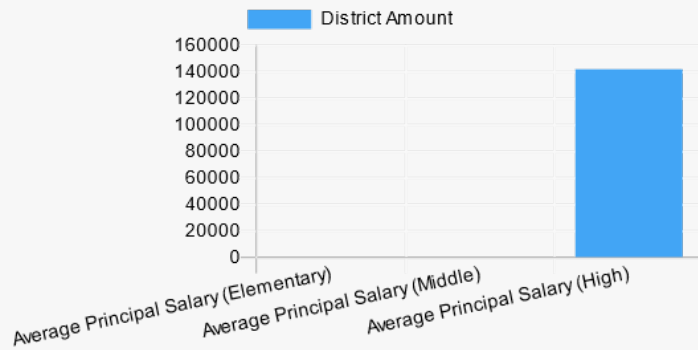
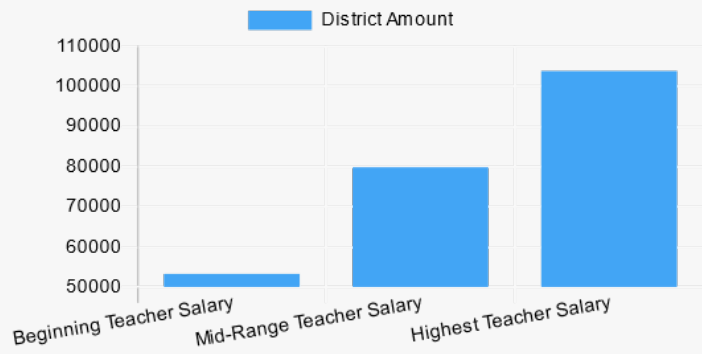
The Liberty Union High School District spends approximately \$10,969.17 annually per student for this site. This includes all education costs ranging from direct salaries of teachers, custodial and maintenance, facilities, utilities, and administration. It also includes costs of support services such 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 30.40%

Subject	Number of AP Courses Offered*
Computer Science	0
English	5
Fine and Performing Arts	6
Foreign Language	1
Mathematics	6
Science	12
Social Science	16
Total AP Courses Offered*	48.00%

Last updated: 1/20/22

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

Professional Development

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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
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*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

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