

**Freedom High**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School**  
**Year**  
**California Department of Education**

<b>Address:</b>	1050 Neroly Road Oakley, CA , 94561-3843	<b>Principal:</b>	Lauren Kelly
<b>Phone:</b>	(925) 625-5900	<b>Grade</b>	9-12
		<b>Span:</b>	

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 and access to prior year reports, 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.

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### Lauren Kelly

📍 Principal, Freedom High

### About Our School

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### Contact

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Freedom High  
 1050 Neroly Road  
 Oakley, CA 94561-3843

Phone: [\(925\) 625-5900](tel:9256255900)

Email: [kellyl@luhsd.net](mailto:kellyl@luhsd.net)

### Contact Information (School Year 2022–23)

#### District Contact Information (School Year 2022–23)

<b>District Name</b>	Liberty Union High
<b>Phone Number</b>	(925) 625-5900
<b>Superintendent</b>	Volta, Eric
<b>Email Address</b>	<a href="mailto:voltae@luhsd.net">voltae@luhsd.net</a>
<b>Website</b>	<a href="http://luhsd.net/freedom">http://luhsd.net/freedom</a>

#### School Contact Information (School Year 2022–23)

<b>School Name</b>	Freedom High
<b>Street</b>	1050 Neroly Road
<b>City, State, Zip</b>	Oakley, CA , 94561-3843
<b>Phone Number</b>	(925) 625-5900
<b>Principal</b>	Lauren Kelly
<b>Email Address</b>	<a href="mailto:kellyl@luhsd.net">kellyl@luhsd.net</a>
<b>Website</b>	<a href="http://luhsd.net/freedom">http://luhsd.net/freedom</a>
<b>County-District-School (CDS) Code</b>	07617210730457

*Last updated: 1/24/23*

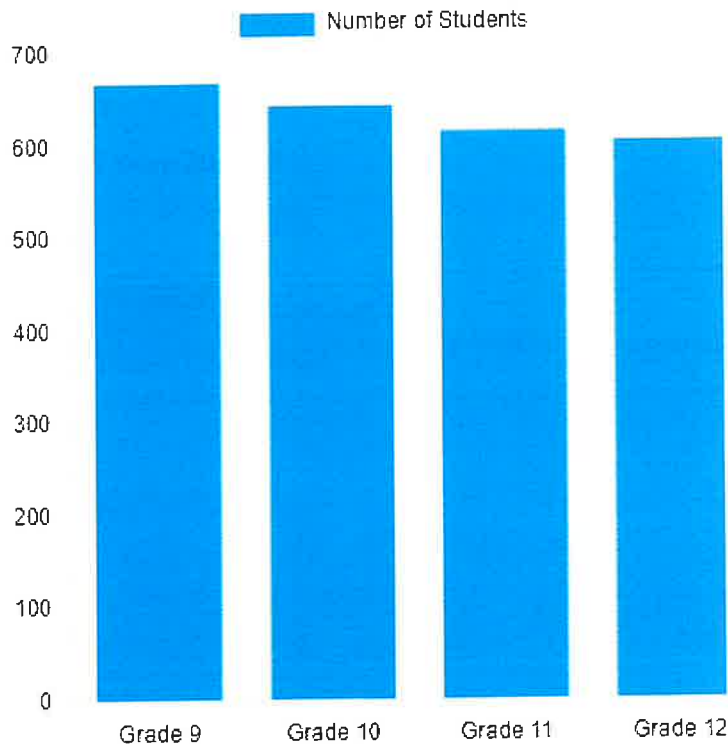
**School Description and Mission Statement (School Year 2022–23)**

Freedom High School is located in a rural-suburban portion of East Contra Costa County. Situated amongst new housing developments and farmland to the east, Freedom High School (FHS) serves students from a large and diverse student population. FHS is one of three comprehensive high schools in the Liberty Union High School District. Freedom High School is a comprehensive four-year high school that is accredited by the Western Association of Schools and Colleges. October enrollments for Freedom totaled 2,495 students. The school's attendance area serves the communities of Oakley, Knightsen, Bethel Island, and Northern Brentwood. FHS employs more than 131 credentialed employees and 74 classified employees. This includes 10 maintenance and custodial staff who are assigned to the school on a permanent basis and are responsible for maintaining a safe and clean campus. Mission Statement: Freedom High School will provide a range of educational experiences for all students to acquire the key knowledge and skills to become critical and innovative thinkers who are college and career ready.

*Last updated: 1/30/23*

### Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 9	670
Grade 10	645
Grade 11	617
Grade 12	606
Total Enrollment	2538



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/24/23

### Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	49.50%
Male	50.40%
Non-Binary	0.10%
American Indian or Alaska Native	0.40%
Asian	3.60%
Black or African American	9.90%
Filipino	5.80%
Hispanic or	46.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	8.50%
Foster Youth	0.60%
Homeless	2.20%
Migrant	0.00%
Socioeconomically Disadvantaged	32.90%
Students with Disabilities	14.50%

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Latino	
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	4.90%
White	27.30%

## 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 2020–21)

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)	95.10	85.49	323.90	88.29	228366.10	83.12
Intern Credential Holders Properly Assigned	2.10	1.91	5.80	1.60	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.90	1.79	6.00	1.64	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.80	3.42	12.80	3.51	12115.80	4.41
Unknown	8.20	7.37	18.10	4.95	18854.30	6.86
<b>Total Teaching Positions</b>	<b>111.30</b>	<b>100.00</b>	<b>366.90</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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 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: 1/24/23*

### Teacher Preparation and Placement (School Year 2021–22)

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	94.00	83.04	328.60	86.96	234405.20	84.00
Intern Credential Holders Properly Assigned	0.30	0.29	5.00	1.34	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	0.88	4.00	1.06	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.00	4.41	10.90	2.91	11953.10	4.28
Unknown	12.80	11.36	29.20	7.73	15831.90	5.67
<b>Total Teaching Positions</b>	<b>113.30</b>	<b>100.00</b>	<b>377.90</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

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 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: 1/24/23*

**Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)**

<b>Authorization/Assignment</b>	<b>2020-21 Number</b>	<b>2021-22 Number</b>
Permits and Waivers	1.90	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.90</b>	<b>1.00</b>

*Last updated: 1/11/23*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.80	2.50
Local Assignment Options	2.90	2.50
Total Out-of-Field Teachers	3.80	5.00

*Last updated: 1/11/23*

**Class Assignments**

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.60	0

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

*Last updated: 1/11/23*

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)**

Year and month in which the data were collected: December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p><u>English 9,10,11,12:</u>  <u>Springboard</u>, CollegeBoard, 2017, <i>Adopted: 6/2016</i></p> <p><u>Novels – Adopted 2011:</u>                      Romeo &amp; Juliet, To Kill a Mockingbird, Antigone, The Catcher in the Rye, Night, Things Fall Apart, Their Eyes Were Watching God, The Crucible, Into the Wild, Pygmalion, Othello, The Arrival, Macbeth, The Great Gatsby</p> <p><u>AP English, 50 Essays</u>, 3<sup>rd</sup> Ed., Bedford, <i>Adopted: 2/2014</i></p> <p><u>ELD – EDGE Fundamentals Level A,B,C</u>, Hampton Brown, 2016-17, <i>Adopted: 5/2007</i></p> <p><u>ELD Novels</u>, Hampton Brown, <i>Adopted 2014</i></p>	Yes	0%
Mathematics	<p><u>Algebra 1</u>, BIG IDEAS Learning Algebra 1 Common Core, Larson, HMH, <i>Adopted: 9/2014</i></p> <p><u>Geometry</u>, BIG IDEAS Learning Geometry Common Core, Larson, HMH, <i>Adopted: 9/2014</i></p> <p><u>Algebra 2</u>, BIG IDEAS Learning Algebra 2 Common Core, Larson, HMH, <i>Adopted: 9/2014</i></p> <p><u>Pre-Calculus – with Limits</u>, Cengage, 4<sup>th</sup>, 2018, <i>Adopted: 7/2017</i></p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p><u>AP Calculus – Calculus, Graphical, Numerical, Algebraic</u>, 5<sup>th</sup> ed., 2016 Finney, Demana, Waits, Kennedy, Addison Wesley Longman, Pearson Pub., <i>Adopted: 6/2001</i></p> <p><u>Statistics – Statistics and Probability w/Applications 4e</u>, BFW, <i>Adopted 4/2022</i></p> <p><u>AP Statistics, Modeling the World</u>, Prentice Hall, Bock, Velleman De Veaux, 4<sup>th</sup> ed., 2014, <i>Adopted: 6/2008</i></p> <p><u>Applied Career Math – Practical Business Math Procedures</u>, McGraw-Hill, <i>Adopted: 11/2022</i></p>	Yes	0%
	<p><u>The Living Earth</u>, HMH, 2020, <i>Adopted: 5/2019</i></p> <p><u>Chemistry in the Earth System</u>, HMH, 2020 <i>Adopted: 5/2019</i></p> <p><u>Physics in the Universe</u>, HMH, 2020, <i>Adopted: 5/2019</i></p> <p><u>Environmental Science</u>, Holt McDougall, 2013, <i>Adopted: 5/2005</i></p> <p><u>AP Biology – Biology: The Unity and Diversity of Life</u>, Star Thompson Pub., 11<sup>th</sup> ed., 2006</p> <p><u>AP Chemistry – The Central Science</u>, Pearson, 14<sup>th</sup>, <i>Adopted: 5/2018</i></p> <p><u>Biotechnology – Science for the New Millenium</u>, 2012, EMC, <i>Adopted: 1/2007</i></p> <p><u>Entomology – ‘The Insects: An Outline of Entomology’</u>, 2019,</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Wiley Pub., <i>Adopted: 12/2020</i></p> <p><u>ELD – 'Earth Science &amp; Biology. Cycles of Life'</u>, Hampton Brown, <i>Adopted 2014</i></p>		
History-Social Science	<p><u>History Alive!: World Connections</u>, TCI, <i>Adopted: 5/2018</i></p> <p><u>History Alive!: Pursuing American Ideals</u>, TCI, <i>Adopted: 5/2018</i></p> <p><u>Government Alive!: Power, Politics, &amp; You</u>, TCI, <i>Adopted: 5/2018</i></p> <p><u>Geography Alive!: Regions &amp; People</u>, TCI, <i>Adopted: 5/2018</i></p> <p><u>Econ Alive!: The Power To Choose</u>, TCI, <i>Adopted: 5/2018</i></p> <p><u>AP World History – Give Me Liberty</u>, Prentice Hall, Stearns, 5<sup>th</sup> edition, <i>Adopted: 1/2016</i></p> <p><u>AP US History – 'Give Me Liberty'</u>, 5<sup>th</sup> edition, W.W. Norton, <i>Adopted: 1/2016</i></p> <p><u>AP Human Geography - Human Geography in Action</u>, Kuby, 6<sup>th</sup> ed., Wiley, <i>Adopted: 1/2014</i></p> <p><u>AP Economics – Economics: Principles, Problems &amp; Policies</u>, McGraw Hill, 20<sup>th</sup> ed., <i>Adopted: 7/2015</i></p> <p><u>AP U.S. Government – American Government: Stories of a Nation &amp; Foundational Document and Court Case Reader</u>, BFW, <i>Adopted 4/2022</i></p> <p><u>AP Government – American Government</u>, 10<sup>th</sup> edition,</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>McDougall, Littell, Wilson, and Dilulio, <i>Adopted: 7/2006</i></p> <p><u>AP European History – History of Western Society</u>, McKay, 8<sup>th</sup> ed., HMH, <i>Adopted: 2006</i></p> <p><u>AP Psychology – Myers Psychology</u>, 2<sup>nd</sup> ed., 2014, Worth, <i>Adopted: 12/2011</i></p> <p><u>ELD – World History, US History, Government, Economics</u>, Hampton Brown, <i>Adopted 2014</i></p>		
Foreign Language	<p><u>Spanish 1-4 – Realidades</u>, Pearson, <i>Adopted: 7/2015</i></p> <p><u>French 1-4 – T'es Branche</u>, EMC/Paradigm Publisher, <i>Adopted: 7/2015</i></p> <p><u>German 1-3 – Portfolio Deutch</u>, Klett-Langenschiedt, <i>Adopted: 7/2015</i></p> <p><u>Mandarin Chinese 1-3 – Zhen Bang</u>, EMC <i>Adopted: 2/2014</i></p>	Yes	0%
Health	<p><u>?Health – Glencoe Health</u>, Mary. H. Bronson, McGraw Hill, 2015, <i>Adopted: 6/2008?</i></p>	Yes	0%
Visual and Performing Arts	<p><u>Intro to Art History = Gardner's Art Through the Ages</u>, 15<sup>th</sup> ed., 2016, Cengage, <i>Adopted: 7/2002</i></p> <p><u>Theater Arts 1, 2, 3 – Basic Drama Projects</u>, 8<sup>th</sup> edition, Tanner, Fran Averett, Perfection Learning Corporation, 8<sup>th</sup> ed., 2004, <i>Adopted: 1/2008</i></p> <p><u>Intermediate Art – The Annotated Mona Lisa</u>, 2017,</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	3 <sup>rd</sup> Ed., Andrews & McMeel, Carol Strikland, <i>Adopted:</i> 7/2002  <u>AP Art History – Garderner’s</u> <u>Art Through the Ages, 15<sup>th</sup>,</u> 2016, Cengage, <i>Adopted:</i> 7/2002	N/A	0%

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

Last updated: 1/31/23

## School Facility Conditions and Planned Improvements

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

*Last updated: 2/1/23*

## 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 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating

Exemplary

*Last updated: 2/1/23*

## 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:

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

- 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 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	52%	N/A	58%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	14%	N/A	24%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria

established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/24/23*

**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 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	597	570	95.48	4.52	52.20
Female	305	287	94.10	5.90	58.54
Male	292	283	96.92	3.08	45.74
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	78.95
Black or African American	49	48	97.96	2.04	36.17
Filipino	32	31	96.88	3.12	83.87
Hispanic or Latino	299	285	95.32	4.68	47.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	35	94.59	5.41	57.14
White	155	147	94.84	5.16	56.46
English Learners	48	44	91.67	8.33	2.27
Foster Youth	--	--	--	--	--
Homeless				0.00	
Military	--	--	--	--	--
Socioeconomically Disadvantaged	190	178	93.68	6.32	39.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	90	84	93.33	6.67	10.84

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/24/23*

**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 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	598	572	95.65	4.35	14.01
Female	305	289	94.75	5.25	11.76
Male	293	283	96.59	3.41	16.31
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	26.32
Black or African American	50	49	98.00	2.00	8.33
Filipino	32	31	96.88	3.12	22.58
Hispanic or Latino	299	283	94.65	5.35	8.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	35	94.59	5.41	20.00
White	155	150	96.77	3.23	21.33
English Learners	48	42	87.50	12.50	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	191	179	93.72	6.28	6.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	91	83	91.21	8.79	6.10

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/24/23*

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

<b>Subject</b>	<b>School 2020– 21</b>	<b>School 2021– 22</b>	<b>District 2020– 21</b>	<b>District 2021– 22</b>	<b>State 2020– 21</b>	<b>State 2021– 22</b>
Science (grades 5, 8, and high school)	NT	23.73	NT	29.48	28.5	29.47

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/24/23*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	1169	1116	95.47	4.53	23.77
Female	574	544	94.77	5.23	23.53
Male	595	572	96.13	3.87	23.99
American Indian or Alaska Native	--	--	--	--	--
Asian	45	44	97.78	2.22	31.82
Black or African American	115	110	95.65	4.35	11.01
Filipino	75	74	98.67	1.33	54.05
Hispanic or Latino	548	521	95.07	4.93	18.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	51	47	92.16	7.84	23.40
White	326	312	95.71	4.29	29.17
English Learners	73	65	89.04	10.96	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	37	34	91.89	8.11	14.71
Socioeconomically Disadvantaged	372	350	94.09	5.91	16.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	175	159	90.86	9.14	7.55

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.



**Career Technical Education (CTE) Programs (School Year 2021–22)**

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

*Last updated: 1/30/23*

**Career Technical Education (CTE) Participation (School Year 2021–22)**

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	1508
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	70.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/24/23*

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

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.89%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	50.18%

*Last updated: 1/24/23*

**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 2021–22)**

**Percentage of Students Participating in each of the five Fitness Components**

<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor and Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
9	84.7%	81.0%	84.7%	83.6%	85.0%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/30/23*

## 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 regarding the school district and at each school site

### Opportunities for Parental Involvement (School Year 2022–23)

Parents have the ability to support Freedom High School formally through organizations such as Athletic Boosters, Music Boosters, Choral Boosters, Art Boosters, School Site Council, English Learner Advisory Committee (ELAC), African American Parent Group (AAPG), Parent Club as well as volunteer opportunities on-site. Informally, parents are also encouraged to attend events such as Back to School Night, Falcon Fest, sporting events, as well as various student performances. Parents can also meet with teachers, counselors, and administrators as needed to discuss their student's school progress and performance. Parents have access to both the Aeries and Canvas Portals to support parent-staff communication. Parents also serve as elected members of our School Site Council, which is composed of parents, students, teachers, administrators, and classified staff members. It oversees the School Plan for Student Achievement (SPSA), which supports the school in trying to close the achievement gaps for Title 1 students. Parents are surveyed each quarter via email to collect feedback on school climate.

Parents may contact the school directly by calling 925-625-5900 or by accessing our website at [http://luhsd.net /freedom](http://luhsd.net/freedom) to obtain more information or make direct contact.

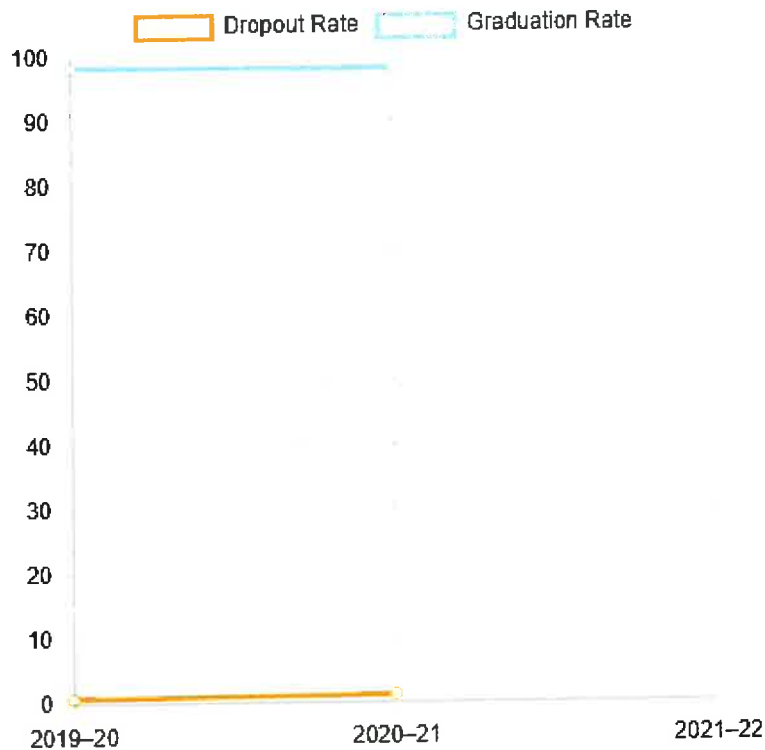
### State Priority: Pupil Engagement

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

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

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

Indicator	School 2019– 20	School 2020– 21	School 2021– 22	District 2019– 20	District 2020– 21	District 2021– 22	State 2019– 20	State 2020– 21	State 2021– 22
Dropout Rate		0.80%	1.20%		1.90%	3.30%	8.9%	9.4%	7.8%
Graduation Rate		98.70%	98.30%		92.80%	93.90%	84.2%	83.6%	87.0%



Last updated: 1/24/23

**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2021–22)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	587	577	98.3
Female	274	272	99.3
Male	313	305	97.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	28	28	100.0
Black or African American	71	68	95.8
Filipino	43	43	100.0
Hispanic or Latino	256	253	98.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	170	167	98.2
English Learners	47	46	97.9
Foster Youth	--	--	--
Homeless	41	39	95.1
Socioeconomically Disadvantaged	305	297	97.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	88	80	90.9

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: 1/30/23*

**Chronic Absenteeism by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	2665	2601	807	31.0
Female	1316	1283	388	30.2
Male	1344	1314	417	31.7
American Indian or Alaska Native	10	10	4	40.0
Asian	97	93	15	16.1
Black or African American	271	263	101	38.4
Filipino	149	149	18	12.1
Hispanic or Latino	1247	1216	390	32.1
Native Hawaiian or Pacific Islander	11	10	2	20.0
Two or More Races	132	126	36	28.6
White	721	708	232	32.8
English Learners	233	220	92	41.8
Foster Youth	21	17	10	58.8
Homeless	86	82	48	58.5
Socioeconomically Disadvantaged	979	943	373	39.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	415	393	191	48.6

*Last updated: 1/24/23*

### 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 for School Year 2019–20 Only**  
**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	4.23%	3.51%	2.45%
Expulsions	0.41%	0.24%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

**Suspensions and Expulsions**  
**(data collected between July through June, each full school year respectively)**

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.39%	6.34%	0.26%	4.93%	0.20%	3.17%
Expulsions	0.00%	0.34%	0.00%	0.20%	0.00%	0.07%

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.

*Last updated: 1/24/23*

**Suspensions and Expulsions by Student Group**  
**(School Year 2021–22)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	6.34	0.34
Female	4.48	0.23

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
Male	8.18	0.45
Non-Binary	0.00	0.00
American Indian or Alaska Native	2.06	0.00
Asian	0.00	0.00
Black or African American	14.39	0.37
Filipino	0.67	0.00
Hispanic or Latino	4.97	0.48
Native Hawaiian or Pacific Islander	9.09	0.00
Two or More Races	12.88	0.00
White	6.24	0.28
English Learners	5.58	1.29
Foster Youth	23.81	0.00
Homeless	18.60	0.00
Socioeconomically Disadvantaged	9.09	0.72
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.05	0.96

*Last updated: 1/24/23*

### **School Safety Plan (School Year 2022–23)**

Each site updates their Emergency and School Safety Plans on a yearly basis. Standard Operating Procedures (S.O.P.) were developed for all staff members dealing with safety issues. Quarterly, the District meets with students to address safety issues on campus.

*Last updated: 1/30/23*

## 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 2019–20)

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

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

### Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00	18	26	49
Mathematics	28.00	11	59	17
Science	29.00	5	58	9
Social Science	31.00	11	20	58

\* 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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	22	66	20
Mathematics	27.00	16	64	13

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
Science	28.00	12	52	7
Social Science	31.00	6	37	48

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

*Last updated: 1/24/23*

**Ratio of Pupils to Academic Counselor (School Year 2021–22)**

Title	Ratio
Pupils to Academic Counselor*	507.6

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/30/23*

**Student Support Services Staff (School Year 2021–22)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	4.00

\* 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.

*Last updated: 1/30/23*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11570.97	\$3655.34	\$7915.63	\$94739.02
District	N/A	N/A	\$8154.84	\$94453.14
Percent Difference – School Site and District	N/A	N/A	2.93%	0.30%
State	N/A	N/A	\$6593.62	\$94126.00

School Accountability Report Card

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/30/23*

**Types of Services Funded (Fiscal Year 2021–22)**

The Liberty Union High School District spends approximately \$11,570.97 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.

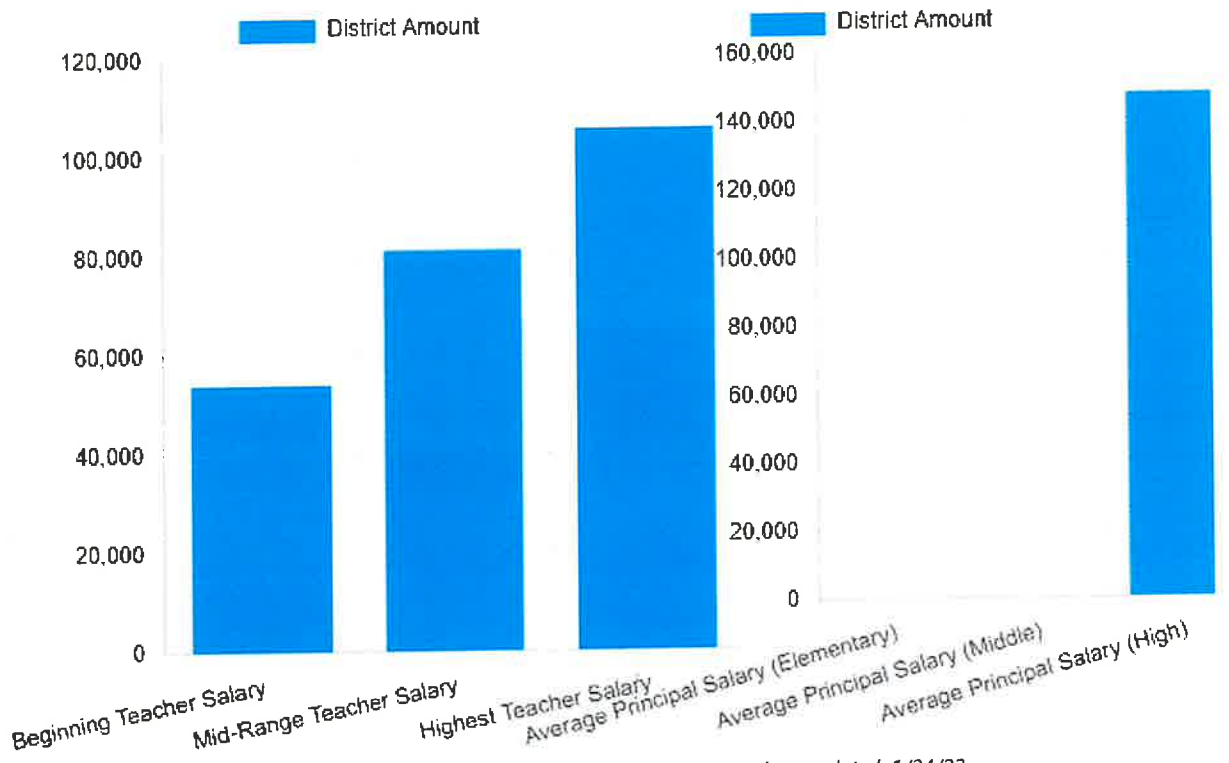
*Last updated: 1/30/23*

**Teacher and Administrative Salaries (Fiscal Year 2020–21)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$54331.00	\$55946.60
Mid-Range Teacher Salary	\$81393.00	\$90079.95
Highest Teacher Salary	\$105802.00	\$117121.49
Average Principal Salary (Elementary)	\$0.00	\$0.00
Average Principal Salary (Middle)	\$0.00	\$146364.14
Average Principal Salary (High)	\$148104.00	\$164632.57
Superintendent Salary	\$217984.00	\$261984.26
Percent of Budget for Teacher Salaries	35.17%	31.49%
Percent of Budget for Administrative Salaries	4.02%	4.57%

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

School Accountability Report Card



Last updated: 1/24/23

**Advanced Placement (AP) Courses (School Year 2021–22)**

**Percent of Students in AP Courses 21 %**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
Computer Science	0
English	3
Fine and Performing Arts	1
Foreign Language	1
Mathematics	5
Science	5
Social Science	13
<b>Total AP Courses Offered*</b>	<b>28</b>

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

*Last updated: 1/24/23*

**Professional Development**

<b>Measure</b>	<b>2020– 21</b>	<b>2021– 22</b>	<b>2022– 23</b>
Number of school days dedicated to Staff Development and Continuous Improvement	26	126	130

*Last updated: 1/31/23*

