



Liberty High School

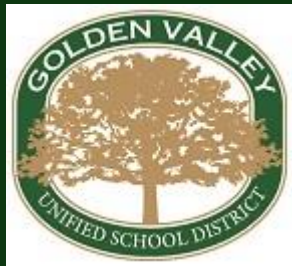
12220 Road 36 • Madera, CA 93636 • 559-645-3500 • Grades 9-12

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http://www.edline.net/pages/Liberty_High

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Golden Valley Unified School District

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District Governing Board

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Maria Knobloch
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District Administration

Andrew Alvarado
Superintendent

Andrew Alvarado
Superintendent

Kevin Hatch

Assistant Superintendent of
Educational Services

Kuljeet Mann

Director of Human Resources

Maryann Henry

Manager of Business Services

School Description

Liberty High School is located in a rural, residential area 10 miles east of the city of Madera and 10 miles northwest of the city of Fresno. The Golden Valley Unified School District was established in 1998 and is led by a five-member school board. Webster Elementary School, Sierra View Elementary School, Ranchos Middle School and Education Options are the sites in the school district from which Liberty High School receives its student body. Interdistrict transfer students are also a part of the student population.

Liberty High School began serving the Ranchos community in August 2002. In a short time, the school has developed a foundation of strong curriculum, services, programs, and extra-curricular activities that foster high student achievement. Liberty High School was designated a California Distinguished School in 2008. Liberty High curricular offerings encompass all levels of student achievement from remedial courses to Honors and Advanced Placement courses. Students who want to get a head start on their future can gain early access to college courses through Liberty's partnership with State Center Community College, Madera Center. Liberty offers a number of electives to enhance and build students' individual talents and skills, including vocational offerings through the Regional Occupation Program and Carl Perkins funding.

In June, 2005, Liberty High School celebrated its first class of graduating seniors. Total number of students enrolled in the fall of 2016 is 605. Liberty High School's administrative leadership includes one Principal, one Learning Director, one Guidance Counselor and one Guidance Learning Specialist. The teaching faculty is composed of 29.0 FTE's. The Library is staffed by a part time Library technician and the district's Coordinator of Learning Resources is housed at the library. A District psychologist is available to students for 1.5 days and also on an as-needed basis. There are 5 clerical classified staff on site that provide a combination of full-time and part-time student support, safety and health services.

English is the predominant language of the student body.

There is one instructor and one paraprofessional assigned to assist the EL students. There are 3.5 special education para professionals serving RSP and SDC students. Each Special Education instructor has a paraprofessional assistant that is assigned to support students. An additional paraprofessional was assigned to SDC in 2011-12 school year due to a higher number of students in the program.

School facilities include:

Administration / Library bldg – two classrooms (two computer labs)

Cafeteria / Theater bldg – two classrooms (b-36 and Band room)

Arts bldg – four classrooms and a lobby

Science bldg – four classrooms in science building. One lab science building with two fully equipped science labs

Gymnasium – two classrooms (weight lifting and athletic trainer rooms) and two locker rooms (boys' and girls')

Two Classroom bldgs (D and F) – twenty classrooms combined

Stadium Sports Complex with a home side seating capacity of 1878 and visitor side with 874.

The entire campus is connected to the Internet, with a minimum of two computers in most classrooms (except the Science labs). The library has a computer lab with 30 brand new computers purchased in the 2012 funded by a grant from Chuckchansi Tribal Council. Teachers can use this lab on a checkout basis for whole class projects. Liberty High School has also implemented Hawks on Tablets in 2013 which is a program that will be rolled out over the next four years. The program entails having the tablets issued to students by grade level over the next four year. We currently have 10th and 11th graders who have tablets.

It was agreed upon by all teachers that LHS would consolidate as many classroom computers as possible into the creation of a second computer lab so that entire classes could make use of the technology. This second lab is located in the Library Career Tech room and has twenty computers in it. This lab is utilized by Earth Science, computer applications and ROP Marketing classes.

Another lab with 30 computers is available in the Art building and is utilized by Journalism, yearbook and digital media/Art classes.

The Library has computer workstations available to students. Each classroom has its own phone. All teachers, staff, and students have e-mail addresses. Ten network-ready televisions with VCR/DVD players are also available for staff. Every classroom has an interactive projector that can be synced to the teacher's tablet to conduct lessons. Three classes are equipped with a SMARTboard. Teachers can also request media resources from the Madera County Office of Education.

There are a total of 65,370 instructional minutes provided to the students under the present schedule and 180 days of instruction. Liberty High School has an early release schedule on six Mondays throughout the year to allow time teachers for staff development.

VISION
Liberty High School is committed to providing students with rigorous, standards-based curricula in a safe, well-maintained educational environment. Staff and students are unified with the community to promote opportunities to develop positive character traits through learning, leadership, and involvement in meaningful activities.

MISSION
To provide rigorous and relevant educational system that prepares students for post-graduation goals and empowers them to become positive influences in our society.

BELIEFS
Students will be successful, self-directed, lifelong learners, who are able to utilize appropriate technology to achieve their goals.

It is the belief of all stakeholders that students at Liberty High School should be models of good character traits as illustrated by maintaining self-control, having a sense of purpose, and demonstrating positive leadership skills.

Liberty High School staff will work together to accomplish the goal of educating all students, model lifelong learning, encourage student and parent involvement, and provide students with opportunities to integrate with the community.

Professional and educational decisions and programs will be data driven and used to develop a community of lifelong learners and creative decision makers who possess critical thinking skills.

All staff will work to develop a comfortable, safe, and positive environment at Liberty High School where students feel comfortable and secure in all areas of the campus.

Liberty High School will provide state-of-the-art facilities for both academic learning and extracurricular activities that give all students, staff, and community an opportunity to be successful.

All staff will work collaboratively to provide standards-based instruction and assessment in a learning environment that facilitates students' success.

Liberty High School Expected Schoolwide Learning Results (ESLRs)

Honorable Citizens

- Demonstrate honor by contributing at least 25 hours of community Service during their high school career

Academically Strong

- All students will have a cumulative GPA of 2.0 upon graduation

Working Hard for Excellence

- All students will meet local graduation requirements by completing a rigorous standards-based curriculum

Knowledgeable Communicators

- All students will have knowledge to make informed decisions on local and global issues and be able to communicate effectively.

Soaring with pride

- 80% of the student body will participate in at least one extra-curricular or co-curricular activity each school year

About the SARC

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	164
Grade 10	143
Grade 11	141
Grade 12	135
Ungraded Secondary	6
Total Enrollment	589

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	1.2
Asian	1.5
Filipino	0.5
Hispanic or Latino	34.8
Native Hawaiian or Pacific Islander	0
White	59.6
Two or More Races	1
Socioeconomically Disadvantaged	29.2
English Learners	1.5
Students with Disabilities	9.3
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Liberty High School	14-15	15-16	16-17
With Full Credential	30	29.2	28.5
Without Full Credential	0	1	1.5
Teaching Outside Subject Area of Competence	0	0	0
Golden Valley Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	90
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Liberty High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>Holt McDougal Literature 9 - 2012 Literature 10 - 2012 Literature American (11) - 2012 Literature British (12) - 2012</p> <p>Norton, W.W. & Co.: Norton Anthology Volumes 1 & 2 (AP) - 2006</p> <p>The California State University: Expository Reading and Writing Course (ERWC) (Semester one and Semester two)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Mathematics</p>	<p>Holt McDougal: Pre-Calculus – California Edition - 2004 Calculus of a Single Variable - 2002 Understandable Statistics - 2006</p> <p>Cengage: Business Math - 2006</p> <p>Pearson: Math 1 Vol. 1 & Vol. 2 (Consumable and Online) - 2014 Math 2 Vol. 1 & Vol. 2 (Consumable and Online) - 2014 Math 3 Vol. 1 & Vol. 2 (Consumable and Online) - 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Science</p>	<p>Holt McDougal: Earth Science - 2003</p> <p>Pearson: Biology - 2002 Biology 7th Edition, AP - 2005 Developing Leadership & Communication Skills Ag - 2004</p> <p>Glencoe: Chemistry Matter and Change - 2002 Physics Principles and Problems - 2002 College Physics: A Strategic Approach - 2015</p> <p>Cengage: The Science of Agriculture: A Biological Approach - 2007 Art of Floral Design - 2000</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: September 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>Holt McDougal: Modern World History, Patterns of Interaction: 2003 The Americans: Reconstruction. To the 21st Century: 2003</p> <p>Macmillan: A History of Western Society (AP): 2006</p> <p>Glencoe: Economics, Today and Tomorrow: 2003 US Government, Democracy in Action: 2003</p> <p>Pearson: Government in America: People, Politics & Policy: 2006 Out of Many: A History of the American People (AP): 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Holt McDougal: En Español 1; 2000 En Español 2; 2004 En Español 3; 2004 Auf Deutsch Eins; 2001 Auf Deutsch Zwei; 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Glencoe: Health, A Guide to Wellness; 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Required equipment, materials and textbooks are available for all Visual & Performing Arts courses.</p> <p>No unadopted textbooks are being used.</p> <p>The textbooks listed are from most recent adoption: Yes</p>
Science Laboratory Equipment	<p>Required equipment and materials are available for Earth Science, Biology, Chemistry, and Physics.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/20/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/20/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	87	80	67	76	66	62	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	21.7	18.5	42.7

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	72	78	54	57	44	48
Math	33	21	39	42	34	36

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	126	126	100.0	67.5
Male	75	75	100.0	70.7
Female	51	51	100.0	62.8
Hispanic or Latino	38	38	100.0	50.0
White	78	78	100.0	76.9
Socioeconomically Disadvantaged	38	38	100.0	47.4
Students with Disabilities	11	11	100.0	36.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	138	136	98.5	77.6
Male	11	73	72	98.6	72.9
Female	11	65	64	98.5	82.8
Hispanic or Latino	11	53	51	96.2	74.5
White	11	80	80	100.0	83.5
Socioeconomically Disadvantaged	11	39	38	97.4	67.6
Students with Disabilities	11	13	13	100.0	27.3

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	138	137	99.3	21.5
Male	11	73	72	98.6	25.7
Female	11	65	65	100.0	16.9
Hispanic or Latino	11	53	52	98.1	21.1
White	11	80	80	100.0	22.8
Socioeconomically Disadvantaged	11	39	38	97.4	24.3
Students with Disabilities	11	13	13	100.0	9.1

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parental and community involvement is a very important component of the Liberty High School program. The students, teachers, and administration at Liberty High School are very fortunate to have strong support from parents who serve in many ways. Parents serve on School Site Council to provide input on the instructional program and advice on the use of categorical funding. Parents also participate in various athletic, music, and curricular booster organizations. Volunteers are readily available to support ongoing school activities. Principal Round-tables are held regularly to allow parents and community members to visit with the principal, ask questions or voice concerns that they might have.

For more information on how to get involved at Liberty High School, please contact Mr. Kirk Delmas at 645-3500.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Liberty High School has a Safe School Plan that is reviewed and updated annually. Plans are reviewed with staff annually often at the beginning of each School Year. Our LHS School Site Council (SSC) approves our Safe School Plan. Emergency drills are conducted to prepare students and staff in the event of an emergency. We strive to maintain a safe, clean, respectful and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff help keep the campus clean and litter free. Site maintenance staff surveys their campus as the first order of business each day. They insure the campus is clean, any vandalism is corrected, and that the campus is presentable and representative of the priority Golden Valley Unified School Board sets on safety and appearance. Liberty High School's comprehensive safety plan was reviewed and updated in September of 2016 by the LHS faculty. These changes were approved by the Golden Valley Unified School District Board of Trustees on October 25, 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	6.1	7.1
Expulsions Rate	6.7	0.0	0.3
District	2013-14	2014-15	2015-16
Suspensions Rate	5.7	5.4	6.5
Expulsions Rate	0.0	0.0	0.2
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		40.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.5
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	.5
Average Number of Students per Staff Member	
Academic Counselor	577

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
	2013-14	2014-15	2015-16	1-22			23-32			33+		
				2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	24	25	25	9	6	7	13	12	13	3	6	1
Mathematics	24	22	24	8	9	8	11	9	12	5	4	0
Science	25	24	22	4	6	9	9	8	10	1		0
Social Science	29	29	25	3		4	12	13	8	5	2	3

* 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.

Professional Development provided for Teachers

In 2009-10, the GVUSD launched Explicit Direct Instruction as the focus of professional development. All teachers in the district received training in Explicit Direct Instruction (EDI) strategies and lesson design by DataWORKS (educational research company). Administrative staff monitors the implementation through regular "Walk-Throughs" every week. New staff is trained in these strategies by administration and department chairs. Madera County Office of Education in-services also are utilized towards this end.

Up to three full in-service days are annually built into the District calendar to provide professional development to teachers and staff. Due to budget cuts, the number of full days was reduced to two in 2010-2011 and then one in 2011-2012. Two full professional development days were restored in 2012-2013 and three full days in 2013-2014 and 2014-2015. Six early release days are also designated for professional development through the year. As funding allows, teachers are able to attend workshops and conferences off-site during the school year to meet their needs. Currently in the 2014-2015 school year we have had over 25 days where select teachers attended conferences to develop instructional strategies, ensure college readiness and the expansion of CTE. In addition, Beginning Teacher Support and Assessment (BTSA) is offered to new teachers through Madera County Office of Education. Administration has also created a six week New Teacher orientation to help them understand the culture of the community and expectations of the district.

The School City data management system is utilized to analyze student benchmark data every 6 weeks. The local benchmarks are standards-based assessments developed through School City. Teachers and administrators review the data after each grading period in a Cycle of Improvement format. Reteaching and reassessment plans are then developed for standards that are not mastered by the majority of the students in each class. This is also an indicator of the areas we need to address on minimum day meetings. Department meetings are regularly held after school on modified block days. During these meetings teachers develop common curriculum maps and benchmark exams.

Last year (2014-2015) we focused on specific strategies to help teachers deliver common core standards. We promoted sharing new ideas among staff and encourage collaboration, not only at the high school, but also with the middle school. This allowed staff to unite and create a successful secondary experience. Teachers were also required to observe each other a minimum of five times a semester focusing on positive strategies that their peers are utilizing.

The 2015-2016 school year focus is building cross-curricular literacy strategies in reading and writing, and enhancing student collaboration effectiveness. The cross-curricular literacy development centers around creating organic classroom strategies in the areas of quick writes and the into-through-beyond process of setting up student reading assignment. The development of collaboration strategies will use the new CA ELD Standards as a collaboration rubric and numerous Kagan strategies.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,515	\$42,063
Mid-Range Teacher Salary	\$55,145	\$64,823
Highest Teacher Salary	\$69,802	\$84,821
Average Principal Salary (ES)	\$86,425	\$101,849
Average Principal Salary (MS)	\$94,120	\$107,678
Average Principal Salary (HS)	\$102,901	\$115,589
Superintendent Salary	\$130,529	\$169,152
Percent of District Budget		
Teacher Salaries	35%	35%
Administrative Salaries	9%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

All comprehensive sites offer the core programs plus supplementary services through federal categorical and LCFF supplemental programs. Supplementary programs funded through the sites categorical programs are approved by the school site council and noted in the Single Plan for Student Achievement.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Liberty High School	2011-12	2013-14	2014-15
Dropout Rate	2.00	0.80	2.20
Graduation Rate	93.20	96.18	94.93
Golden Valley Unified School District	2011-12	2013-14	2014-15
Dropout Rate	8.10	5.10	2.10
Graduation Rate	86.63	91.14	93.79
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	464
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	99.15
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	35.1

* Where there are student course enrollments.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,958	\$248	\$5,710	\$54,974
District	♦	♦	\$5,317	\$58,465
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			7.4	-6.0
Percent Difference: School Site/ State			0.6	-18.4

* Cells with ♦ do not require data.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	2	♦
Science	3	♦
Social Science	3	♦
All courses	10	12.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	97	91	86
Black or African American	100	100	78
American Indian or Alaska Native	100	67	78
Asian	50	67	93
Filipino	100	100	93
Hispanic or Latino	100	87	83
Native Hawaiian/Pacific Islander	0	0	85
White	95	96	91
Two or More Races	0	0	89
Socioeconomically Disadvantaged	73	67	66
English Learners	100	33	54
Students with Disabilities	100	90	78

Career Technical Education Programs

The Career Technical Education courses at Liberty are sequenced and prepare students to enter the workforce, go to community college to increase knowledge, or attend technical institutions. The courses are ROP Digital Photography and ROP Sports Medicine. In addition, Liberty High School continues to grow its Agriculture program.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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