# The Single Plan for Student Achievement
## 2016-2017

# LIBERTY HIGH SCHOOL



## 07617210733980
CDS Code

Patrick M. Walsh

Date of this revision: December 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

| | |
|---|---|
| Contact Person: | Patrick M. Walsh |
| Position: | Principal |
| Telephone Number: | 925-634-3521 ext. 5201 |
| Address: | 850 2nd Street |
| | Brentwood, CA  94513 |
| E-mail Address: | walshp@luhsd.net |

### Liberty Union High School District

The District Governing Board approved this revision of the SPSA on February 2017.

# SCHOOL ADVISORY COUNCIL MEMBERS

**Teachers**
Shannon Abono
Sarah Ceja
Linda Ghilarducci
Karen Jewell
Shannon Leyen

**Other School Personnel**
Sandra Guardado, Assistant Principal
 and SSC Coordinator
Kathy Agudo, School Secretary
LeAnn Wood, Data Technician

**Principal**
Patrick M. Walsh

**Students:**
Eryn Cleveland
Alizae Luy
Ethan Raygoza
Tori Woollett

**Parents and Community Members:**
Lydia Aguilar
Angela de Fremery
Heather Partida
Beth Zeigler

## School Site Council (SSC)

The School Advisory Council (SSC) is composed of parents, community members, students, teachers, administrators, and classified staff members. It oversees the development of the Single Plan for Student Achievement (SPSA) which directs school improvement efforts. The council in coordination with department chairs monitors the plan by reviewing student achievement data and progress toward implementation of action plan goals. Based on identified SPSA goals and needs the categorical funds budget is allocated.

## 2016-17 SSC Expenditures

The 2016-17 Title 1 budget is included in this plan. This is the third year receiving Title 1 funds. Title 1 funds are allocated to schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Liberty High School has 820 identified students who qualified for Title 1 funds, which makes up about 32.7% of our student population and makes Liberty a Targeted Assistance School (TAS). In order to identify the student the following criteria is used: English Learners (levels 1-5), social economically disadvantaged students (Free and Reduced lunch qualifiers), foster youth, homeless students, intervention classes to help students achieve grade level proficiency (Intensified Algebra, Geometry support, Read 180, Academic Reading Development, Earth Science, Tutorial support classes) and students deficient in credits needed for graduation (one year behind the coursework for the respective grade level).

## Student/Community Profile and Supporting Data and Findings

General Background and History

Liberty High School is located in Brentwood, California, an East Contra Costa County suburb of the San Francisco Bay Area. Liberty High School serves the communities of Brentwood, Byron, Discovery Bay, Knightsen, and Oakley. The California Delta waterways wind through the area. With roots as a traditional farming community,

Brentwood is rich with small town tradition. Local events such as the Harvest Festival, Holiday Parade, Summertime Concerts in the Park, Farmer's Market, and Homecoming Parade are events for local citizens to attend and young children to enjoy. Harvest time is a big part of our school community as some of our students families own or work in the agricultural industry still today. As the community has grown, there are many families who commute out of the area for work, but agriculture is still strong in the greater Brentwood area. The downtown area has seen revitalization as the City Hall and City Park have recently been renovated. Many of the local businesses support our school and we are fortunate to be situated in the heart of the downtown community.

Family and community trends

Brentwood has transitioned from a traditional farming town to a suburban city and bedroom community. Many community members and parents of our students travel outside of the community for work. Some of our student's parents travel many hours a day in their commute going as far as the Silicon Valley to cities such as Milpitas, Fremont or San Jose. Others travel toward the Bay Area to cities such as Berkeley, Oakland or San Francisco on roadways that have high levels of traffic. The jobs that afford our families a comfortable suburban living, are often paid for by jobs in far away locations. The housing boom of the 2000's brought many people to Brentwood. The housing bubble slowed growth in Brentwood, like many other cities, and in the past year, development has once again begun. The population of Brentwood from the 2010 census was 51,481. The 2019 projected population is 63,796.

The Brentwood community diversity is listed below based on 2014 estimated population:

|  | Brentwood | Byron | Discovery Bay | Knightsen | Oakley |
|---|---|---|---|---|---|
| White | 54.2% | 52.2% | 72.3% | 78.2% | 44.2% |
| Hispanic | 25.2% | 39.4% | 15.5% | 16.3% | 37.0% |
| African American | 6.5% | 4.6% | 4.0% | n/a | 6.0% |
| Asian | 8.6% | .3% | 3.8% | n/a | 8.1% |
| American Indian | .4% | .3% | .5% | n/a | .9% |
| Other | 5.1% | 3.2% | 3.8% | 5.5% | 3.7% |

Datasource: www.city-data.com/city/-California

The diversity of our school population is made up of our greater surrounding communities which will be reflected in the school data. The median household income in 2014 was $80,662. The median age in Brentwood is 36.4. The median home value is $335,212.

## Liberty Union High School District

Our district has grown along with our community. Today Liberty Union High School District serves grades 9-12 with approximately 8,185 students. The district is comprised of three comprehensive high schools and two alternative high schools. The district diversity reflects our school site.

| 2015-2016 District Enrollment by Ethnicity | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| LUHSD | American Indian | Asian | Pacific Islander | Filipino | Hispanic or Latino | African American | White (Not Hispanic) | Multiple or No Response | Total Enrollment |
| Number | 38 | 283 | 54 | 434 | 2759 | 743 | 3533 | 341 | 8185 |
| Percent | .46% | 3.46% | .66% | 5.30% | 33.71% | 9.08% | 43.16% | 4.17% | 100.0% |

Source: Dataquest Online

## State/Federal Program Mandates

At Liberty High School during the past six years we have modified and begun the implementation process of programs to support the State and Federal mandates in education. The use of content coaches in ELA and Math have supported changes in programs and the implementation of the Common Core State Standards (CCSS), Next Generation Science Standards and a focus on preparation for the Smarter Balanced Assessments (SBAC/CAASPP). Time has been dedicated during prep periods as well as during PLC time allotted during our late start Wednesday professional development time.

Data collection and review of assessments and grades has been supported by both technology in the classroom available through the AERIES program, Illuminate and also Data Director which was a previous data program. The AERIES program is now in place for data collection as well as access to scores and grades by our student and parent populations.

Liberty High School has continued to have excellence in the realm of school-to-career programming. Our school has a rich history in many areas of electives and Regional Occupational Programs (ROP) coursework, but in recent years many of the elective programs have become A-G approved to support the CTE movement in the state of California. These programs and the teachers who craft them have continued to support our student's co-curricular interests while meeting their post-secondary goals at the highest level possible. The Carl Perkins grant funds have also supported programs which have been added to our school while providing special funding for supplies that otherwise may not have been available to our school and student population.

Our California Partnership Academies (CPA) programs are an additional way that we support our students and their school-to-career goals specifically through the Teaching and Learning Careers (TLC) Academy and the Public Arts and Design Academy (PADA).

Throughout our classrooms, co-curricular, and extra-curricular programs you will see our students displaying 21st century skills that are being modeled by 21st century teaching practices. Monthly we have opportunities to share out best practices and modeling in some instances by teachers, for teachers.

One example of best practices is seen by our team of teachers who are part of a district-wide EL department. Teachers from all core programs have worked together and been trained to support our EL population of students.

At LHS we are proud to have our EL department teachers working with the students identified as the students with the highest level of EL need as we house all students in the district identified as EL 1,2,3.

## Community Programs and Resources

Liberty High School has deep-rooted community support.  Community members and parents work to support programs through organizations and businesses.  Community programs that enhance the Liberty High School experience for students include:

### Parent/community organizations

Parent involvement at Liberty High School is quite strong in the areas of co-curricular programs and athletics. There are numerous booster clubs at LHS such as the Athletics Boosters, Parents of Playmakers, 80 Volts, Band Boosters, and Parents Club, Unified Sports Program, a sports partnership program supporting students with special needs by parents as well as students.

English Language Advisory Committee (ELAC) is the Advisory Committee for our English Language Learners program.  ELAC provides information and resources and seeks input from our parent group.  (African American Parent Association (AAPA) was established February, 2016)  Village Drive Community Resource Center: A community, city, and school resource which provides tutoring in academics for students and families.

Sober Grad Night Committee is composed of parents as well as community members and business owners.  They host an overnight event on campus after the graduation ceremonies.

The National Honor Society (NHS) and California Scholarship Federation (CSF) both have chapters on our campus which supports students reaching high levels of academics.

Community Organizations support programs on campus including clubs to the student population such as; the Soroptomist Club (S Club), Rotary International (Interact).

County Education Programs located on campus to serve developmentally and physically disabled students.  This provides an opportunity for Liberty High School students to support and interact with a more diverse student population.

### Community Foundation Programs

LEA- Liberty Education Association Foundation which supports academics and fundraisers to return funds to the teachers and classrooms through grants for special projects or programs the grants are offered twice a year.

Local Scholarship Program finds incredible support from various business and private donors to assist our graduates to continue in a post-secondary school setting.  The local scholarship program has been in place for decades and hosts an evening event each Spring to recognize students for their achievement.  This is a very special night for students and families.

Graduates of Distinction: This program recognizes Liberty High School District graduates who have made outstanding contributions in their chosen fields. There is an event each year to welcome the alumni guests back where they are recognized and share their message in an assembly for staff and students on the school site.

Liberty High School Athletic Hall of Fame: This program recognizes high school athletes and coaches who have continued in the sports arena through high school, into collegiate sports, and professional sports

The community art displays such as the electrical boxes and local overcrossings and pathways and sculptures in community parks.  The co-curricular program for arts at LHS has become very well recognized by the City of Brentwood and community members.

The ASB and Leadership program at LHS host a Facebook and Instagram page and Twitter Feed to keep students and families aware of what is happening at LHS.

Regional Occupational Program (ROP): The ROP option has been quite successful at Liberty High School offering programs such as shop and agriculture courses, desktop publishing, and sports medicine.


School/Business Relationships

The local free newspaper Brentwood Press and Discovery Bay Press cover numerous school events and activities and highlight students with articles such as "Athlete of the Week."

Numerous local businesses support both large and small student focused donations of food, formal wear, floral items, cars, and sponsorship for events such as Homecoming, Freshman Safari, Liberty Auto Show, Graduation and many more.

The safety and security of the students is a high priority at LHS and the Brentwood Police Department supports a School Resource Officer from the Brentwood Police Department who works directly with students and staff.  The Contra Costa County Probation Department: A probation officer works with students on campus in a variety capacities.

Academics are also supported by local businesses, healthcare facilities, and schools by providing placements for the Internship Programs offered through academies available to students including Teaching and Learning Careers, Health Careers, Business and Technology (now Virtual Enterprise), and the Arts and Humanities Academy. Students are offered a variety of opportunities to earn school-to-career experience in a chosen field.
Los Medanos Community College has a satellite campus in the city of Brentwood with the primary campus located a few miles down Brentwood Blvd.

## Certificated Staff by Gender

|  | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|---|---|---|---|---|---|---|
|  | Number | Percent | Number | Percent | Number | Percent |
| Male | 38 | 33.6% | 39 | 31.0% | 41 | 32.8% |
| Female | 75 | 66.4% | 87 | 69.0% | 84 | 67.2% |
| Total | 113 | 100% | 126 | 100% | 125 | 100% |

*Summary: LHS teaching staff is predominately female*

## Certificated Staff by Ethnicity

|  | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|---|---|---|---|---|---|---|
|  | Number | Percent | Number | Percent | Number | Percent |
| American Indian | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian | 0 | 0.0% | 4 | 3.2% | 4 | 3.2% |
| Pacific Islander | 0 | 0.0% | 1 | 0.8% | 0 | 0.0% |
| Filipino | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Hispanic | 10 | 8.8% | 15 | 11.9% | 16 | 12.8% |
| African American | 3 | 2.7% | 3 | 2.4% | 4 | 3.2% |
| White | 94 | 83.2% | 101 | 80.2% | 98 | 78.4% |
| Multiple/NR | 6 | 5.3% | 2 | 1.6% | 3 | 2.4% |
| Total | 113 | 100% | 126 | 100% | 125 | 100% |

Source: Dataquest

*Summary: The largest teacher population is White at about 80%, but declining and followed by Hispanic at about 11% and increasing.*

### Number of Teachers Absent More than 10 Days
### District Comparison 2013-2016

|  | Liberty HS | | | Freedom HS | | | Independence HS (Alternative Ed) | | | Heritage HS | | | LaPaloma HS (Alternative Ed) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Absent | Total | % | Absent | Total | % | Absent | Total | % | Absent | Total | % | Absent | Total | % |
| 2013-14 | 12 | 104 | 12% | 21 | 108 | 19% | 4 | 11 | 36% | 23 | 98 | 23% | 4 | 11 | 36% |
| 2014-15 | 21 | 115 | 18% | 20 | 113 | 18% | 5 | 14 | 36% | 20 | 103 | 19% | 3 | 11 | 27% |
| 2015-16 | 17 | 112 | 15% | 22 |  |  | 5 |  |  | 22 |  |  | 1 |  |  |

| Active Substitute Teachers | |
|---|---|
| 2013-2014 | 38 |
| 2014-2015 | 42 |
| 2015-2016 | 50 |

## Pupil Services Staff by Type

| | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|
| Counselor | 3 | 4 | 4 |
| Library Media Teacher (Librarian) | 1 Shared | 1 Shared | 1 Shared |
| Library Media Services (paraprofessional) | 1 | 1 | 1 |
| Psychologist | 0 | 1 | 1.5 |
| Social Worker | 0 | 0 | 0 |
| Nurse (District Level) | 0 | 0 | 0 |
| Speech/Language/Hearing Specialist | 1 | 1 | 1 |
| Resource Specialist (non-teaching) | 0 | 0 | 0 |
| Other (paraprofessional) | 20 | 18 | 19 |
| Support Staff (career center, data tech, registrar) | 44 | 46 | 41 |

*Source: Dataquest*

*Summary: There are currently five counselors available to students. All counselors are available to work with students in academics and crisis, one counselor is identified as the Target Assistance Counselor to support students who have been self-identified or by staff to need additional support. In addition, there are two school psychologists and an MFT intern on-site.*

## Specialized Training (CLAD, BTSA, etc.)

All certificated teachers at Liberty High School hold CLAD certification and teachers hired who qualify for the Beginning Teacher Support and Assessment (BTSA) training are provided the program through the Liberty Union High School District.

## SUPPORT STAFF
### Academic Counselors and Other Support Staff (School Year 2016-17)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| Academic Counselor | 5.0 | 558 |
| Library Media Teacher (Librarian) | .33 | |
| Library Media Services Staff (paraprofessional) | 1.0 | |
| Psychologist | 2.0 | |
| Social Worker | 0 | |
| Nurse | 0 | |
| Speech/Language/Hearing Specialist | 1.0 | |
| Resource Specialist (non-teaching) | 0 | |
| Other (para professionals) | 19.17 | |

## ACS WASC Accreditation History for the School

### Mission

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

### Vision

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.

### School-wide Learning Outcomes

#### Academics

- Students will demonstrate reading, writing, and speaking skills across all content areas.
- Students will be able to utilize and illustrate skills through academic performance, collaboration, and critical thinking.
- Students will demonstrate academic proficiency by meeting the common core and state content standards, while displaying academic honesty and integrity to graduate college or career ready.
- Students will access diverse texts and technologies proficiently.

#### 21st Century Skills

- Students will identify, measure, and evaluate risks and persevere in their completion of goals.
- Students will use technology and text appropriately, proficiently, and effectively.
- Students will display interpersonal skills that will transition and adapt into post-secondary education and the work place.
- Students will show evidence of responsibility by contributing to the community, being role models and being positive productive students.
- Students will be introduced to multicultural and generational awareness.
- Students will develop creative and critical thinking skills, and apply these skills while working independently and in collaboration with others.

#### Citizenship

- Students will continue to develop mentally, emotionally, and physically to become socially responsible members of their community.
- Students will learn to adapt to difficult situations through self-advocacy skills, goal-setting, and decisiveness.

## WASC Accreditation History

Liberty High School has held accreditation from the Western Association of Schools and Colleges since the 1960's. The most recent accreditation was awarded in the 2010-2011 school year, a six-year accreditation with a three-year review. The Visiting Committee reported progress during the 2014 school year.

## The Mission, Vision, and School-Wide Learner Outcomes Process

Liberty High School reviews the Mission and Vision Statements every few years or as needed through a voluntary committee which includes representatives from a variety of departments and staff. The process is led by administration and consensus.

The SLO's were developed as a school-wide process facilitated by Focus groups and finalized by the WASC Leadership team. Once the SLO's were finalized they were presented to the Academy Coordinators and Department Chairs, Staff, Student Council, and School Site Council for input and approval.

All groups were supported the SLO's primary focus, minor changes were noted and made.

## Program Improvement

Liberty High School is not in Program Improvement.

**LCAP Identified Needs and Description of Goals that Apply to the School:**

a. Parent Community Input
   1. District English Learner Advisory Committee (DELAC) – 1/20/2016
   2. School Site Council (LHS) – 1/20/2016
   3. Oakley Regional Meeting – 2/3/2016
   4. Brentwood Regional Meeting – 2/4/2016
   5. District Advisory Committee Meeting – 2/17/2016
   6. LCAP Update to Board – 4/27/2016


b. Identified Needs from District LCAP that apply to Liberty High School
   Our school's Single Site Pan for Student Achievement will align to the 8 State Priorities in LCAP

   1. Williams (credentialing, materials, facilities)
   2. Common Core State Standards including ELs and NGSS
   3. Parent Involvement
   4. Student Achievement
   5. Pupil Engagement (attendance, graduation rate)
   6. School Climate (suspension, expulsion)
   7. Course access and offering
   8. Other pupil outcomes

   In addition to aligning to the 8 State Priorities in the LCAP, additional performance measures are:
   1. Materials and facilities
   2. CAASPP
   3. Course access and offerings
   4. AP enrollment and passing rate
   5. Early Assessment Program (EAP) college readiness rate
   6. a-g completers
   7. Parent involvement
   8. School climate and connectedness (Healthy Kids Survey)


c. Metric for Progress Monitoring
   Our school will be measured by the following markers:

   1. California Assessment of Student Performance and Progress (CAASPP)
   2. New School Accountability System
   3. EL progress (based on CELDT) and reclassification rate
   4. Highly Qualified Teachers
   5. College/Career readiness
   6. Suspension/expulsion rate
   7. Graduation rate, dropout rate, attendance and truancy

d. Description of School Goals
   1. Identified on Single Site Plan for Student Achievement

e. District Level Goals
   1. Identified on LCAP Plan

District Goals:
1. Physically and emotionally supportive school environment
2. Prepare students for career and college
3. Stakeholder involvement
   1. Priority 1 – Conditions for Learning
   a. Teacher assignment (misassignment)
   b. Student access to instructional materials
   c. Student enrollment (by ethnicity and program)
   d. Student have own textbook
   e. Overall facility rating

   2. Priority 2 – Implementation of State Standards
      a. Common Core Standards, ELA Implementation
      b. Common Core Standards, Math Implementation
      c. Common Core Standards, English Learners
      d. Next Generation Science Standards

   3. Priority 3 – Parent Involvement
      a. Efforts to seek parent input
      b. Promotion of parental participation

   4. Priority 4 – Pupil Achievement
      a. SBAC for ELA and Math (overall by gender, ethnicity and program)
      b. AP Total Students (unduplicated)
      c. CTE Course Completer (unduplicated)
      d. CTE Course Completer (duplicated)
      e. Academy Participation
      f. EAP for ELA "Ready"
      g. EAP for ELA "Conditional"
      h. EAP for Math "Ready"
      i. EAP for Math "Conditional"
      j. English Learners
            i. % making progress toward proficiency
            ii. Meeting AMAO
            iii. EL Reclassification
            iv. Number of ELs
      k. Overall Cumulative GPA
      l. SAT Participation Rate and Scores
      m. ACT Participation Rate and Scores
      n. Failure Rates and by Course (gender, ethnicity and program)

   5. Priority 5 – Pupil Engagement
      a. School Attendance Rate (LEA and by school)
      b. Chronic Absenteeism (gender, ethnicity and program)

     c.   Dropout Rates (gender, ethnicity and program)

     d.   Graduation Rates by Cohort (gender, ethnicity and program)

6. Priority 6 – School Climate
   a. Suspension Counts and Rates (gender, ethnicity and program)
   b. Expulsion Counts and Rates (gender, ethnicity and program)
   c. Healthy Kids Survey (school connectedness) by grade level
   d. School perceived as safe by grade level

7. Priority 7 – Course Access
   a. AP Course taught
   b. AP Course Enrollment
   c. AP Exams
   d. Subject Area Courses Taught
   e. Subject Area Course Enrollment

8. Priority 8 – Other Outcomes (i.e. CTE, PE, Arts, World Languages)

School Program Data

Briefly describe the regular program of study that all students experience.

Students at LHS are offered a course of study that provides a succession of classes that will meet the UC/CSU A-G requirements while also completing the LUHSD graduation requirements. The core courses in English Language Arts (4 years), Math (3 years including Algebra and Geometry), Science (2 years), and Social Science (3 years) are essentially all college prep courses. The course of study is focused on preparing students for post-secondary excellence and also includes graduation requirements to support adolescent health and learning requiring Fine Art or World Language (1 year), Physical Education (2 years), and Comprehensive Health (1 semester). In addition, there are numerous AP courses, college prep and enrichment electives, and ROP coursework that students may enroll. Students will earn 270 credits to graduate.

There is a small population of students predominantly SpEd, EL or SpEL that may have an alternate set of courses that will meet their specified learning needs while meeting the graduation requirements. All three comprehensive school sites are on an A/B Block Schedule. The A/B Block schedule is designed so that students attend four classes each day, each class is 88 minutes long.

Intervention and Specialized Programs
The LHS Single Plan for Student Achievement outlines supports provided to our student population. Several programs exist and support students with a diverse set of needs at LHS.

English Learners (EL):
English Learners at LHS are supported by a specific pathway to meet their language needs while also satisfying graduation requirements. There is a designated team of teachers (EL Department) that have been trained in areas such as SDAIE strategies and Explicit Direct Instruction that will support EL student learning. Students will be placed in classes based on their CELDT testing scores. Students who are level 1,2,3 will be enrolled in double-blocked ELA courses. LHS is the district designated school for EL students level 1,2,3. Students who are level 4 or 5 are enrolled in regular courses and are provided supports as needed. Numerous EL classes have access to laptops and the ELAC committee is kept informed of the student progress and reporting data. There is an annual event held in the spring and hosted by the ELAC committee to celebrate students who have made progress in the language levels. Families are invited and encouraged to attend the celebration.

Socio-economically Disadvantaged Students (SED):
Tutorial Support Sections are available to students in the Special Education program as needed, as well as students who have been identified by staff or self-identified to need additional support built into their school program per their academic record or G.P.A. The tutorial support classes are taught by credentialed teachers and support personnel. Tutorial Support classes have access to student computer use. Target Assistance Counseling services for students who are need of emotional or academic support or services.

Interventions for students below proficient in state standards:
Our student population also has intervention needs which can be supported by a variety of the following programs offered to our student population. The afterschool H.E.L.P. program exists on our campus to provide a safe school environment for students to stay afterschool and complete work in a supervised setting. At least one certificated employee is supervising the session Monday through Thursday in the library where students have access to technology and can meet in small groups when necessary. In addition to the general H.E.L.P. there is an

afterschool Math HELP program that is proctored by a Math teacher Monday through Thursday each week.  These programs are free of charge and are a walk-in program.

The LUHSD provides a remedial summer school program each year on one of three comprehensive school campuses.  The schools rotate and host every three years, and provide classes to students to make up units in core classes, this is mostly supportive of graduation requirements.

The online learning program APEX was implemented in the 2015-2016 school year to support students who found themselves eligible to graduate, but with credit deficiencies.  The online program was a hybrid program requiring students enrolled to attend a specified number of minutes in the school computer lab, proctored by a certificated staff member and also additional minutes could be completed online elsewhere.

Additionally, students who are credit deficient can find support the Learning Center at Independence High School, when referred by their counselor, they may be able to complete or make-up some course units to graduate on time or complete necessary units missing due to mobility.  The Adult Education Learning Center also houses programs for adults and G.E.D. program.

Services available for students designated with special learning needs:
Special Education program: Instructional Support Staff from the Special Education Department meet with personnel and parents to cooperatively decide appropriate high school class placements for students receiving special education services. Each student is evaluated and placements are based on the students' specific needs. All placements must have prior approval of the IEP team and an Individual Education Plan must be written before students can be placed in the classes.

Tutorial Support Sections are available to students in the Special Education program as needed, as well as students who have been identified by staff or self-identified to need additional support built into their school program per their academic record or G.P.A. The tutorial support classes are taught by credentialed teachers and support personnel.

The Excel program provides services to students with special needs working toward earning a high school diploma through the instructional support model.  Students in this program receive their core instruction in the general education class setting.  Supplementary supports and services are provided within the regular class or within a special education setting.  The Excel Lab is a classroom setting that is available for extra student support and for a quiet and less distracting testing environment.

The Lifeskills program provides a functional academic curriculum to students with severe disabilities. Students receive the majority of their instruction within a special education environment, with opportunities to participate in general education classes as appropriate.  Upon completion of the program, students are awarded a Certificate of Completion.

Matrix Program is part of a special education program to serve the needs of students with emotional disturbance.  The Matrix students are part of the LHS student population and participate in both regular and special education courses designated by the needs of the IEP and case manager. Country Costa County Office of Education (CCCOE) Day program is housed on the LHS campus.

Other local intervention programs:
Foster services are paired with agencies and meet the population need. The Village Community Resource Center is an off-site location that provides services such as technology and tutoring to students who live in the LHS attendance boundaries.

A Place of Learning provides adult tutors and mentors to pair up and support students who elect to attend. Police Activities League (P.A.L.) is available in the local community and is supported by the Brentwood Police Department. Students may be referred to the program through counseling or the School Resource Officer.


Focused Programs

LHS Counselors work with students to assist in the high school four-year plan and college planning. The College and Career Center Technicians offer a variety of opportunities for students to research future careers or colleges. Guest speakers visit the campus regularly to support the students college and career interests.

The Teaching and Learning Careers Academy (TLC) at LHS is a member of the California Partnership Academy (CPA) which supports high school students who are interested in a future in education and provides a pathway of courses to complete. The program is supported by designated teachers and program coordinators who work closely with students with dreams and goals of working in an educational setting. In addition, to the CPA grant, the TLC program is or has in recent years worked with local schools to provide internship opportunities for our students to work in a real-world setting. The program also has partnerships with Los Medanos, CSU, Sonoma, and Diablo Valley College.

The Public Arts and Design Academy is also support by the CPA grant program and our students who have a special interest in the arts have been supported by the grant funds and the city of Brentwood to design and present their art in the larger community. This program has supported youth in the areas of not only art and design, but also public speaking to present their ideas and plans to the city council.

In addition to our two CPA academy's we also have two pathway programs in Health Careers and Business and Technology. Each of these pathways provides students with a special interest in their future, career goals, and internship or business opportunities. The academy and pathway programs at LHS are not just a structure they are truly a support system to our students. Students in a pathway are aware of how much those teachers are willing to support their career interests and have specific adults on campus they can reach out to in an area of expertise. Numerous courses within the pathways have been UC A-G approved to support our students post-secondary goals and some of the coursework also align with our local community college programs as well.
College and Career Research Planning course: This year long class is designed to help students learn about the realities of transitioning into 21st century adulthood. Areas of study include the value of education both in high school and beyond, cost of living, basics of finance and budgeting, job interview skills, choosing places to live, future job markets, all post-secondary education/training options, how to pay for college, choosing the right college, major and future career pathways. Students will read variety of current, relevant articles on topics, do research, participate in discussions and activities to help narrow the focus they'd like for their future adult lives.

Foundations for Success 1: Foundations for Success investigates a wide range of elements of success in high school and beyond. Students read/learn about/discuss and do activities to help with adjustment to the adult world and begin looking into their futures to include high school. Students learn time management skills, self-motivation,

SMART goals, vocabulary needed to understand their future options around college and career, take personality inventories, briefly investigate 16 major career pathways and the reality of many careers.  Students also learn job interview skills and the basics of getting and keeping a job.

LHS hosts a three day walk-thru annually which a parent is required to visit the school and address the numerous items including: completing student enrollment paperwork, purchases items, receive the student schedule and textbooks, student planner with basic school expectations, and may sign-up for clubs or activities.  The walk-thru program takes place within 7-10 prior to the first day of school.  Campus tours are provided by the upperclassmen. Each student who enters LHS is welcomed through the Freshman Safari program which welcomes them to their new home.  They become part of the Pride and are introduced to all things Liberty, by upperclassmen in a two-day orientation at the beginning of each school-year.  The Lions Crew program supports students throughout their Freshman year to assist them in acclimating to the high school setting.  The program also has a mid-year check-in with the same groups of students.

Contra Costa County Mobile Health Clinic began visiting LHS two days a week in the 2016-2017 school year. Services provided by the clinic vary and students may be referred or self-refer.
Concurrent Enrollment with local community colleges or online learning are allowed but are limited per board policy.

## SOCIO-ECONOMIC STATUS/PARENT EDUCATION LEVEL

### Students by Parent Education Level

| | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Not a HS Graduate (14) | 217 | 10.6% | 223 | 9.1% | 199 | 8.2% |
| High School Graduate (13) | 463 | 20.2% | 450 | 18.3% | 413 | 16.9% |
| Some College (12) | 897 | 39.0% | 959 | 39.0% | 935 | 38.4% |
| College Graduate (11) | 466 | 20.1% | 531 | 21.6% | 545 | 22.4% |
| Post Graduate Education (10) | 244 | 9.4% | 288 | 11.7% | 315 | 12.9% |
| Decline to State (15) | 15 | 0.7% | 11 | 0.4% | 31 | 1.3% |
| TOTAL | 2302 | 100% | 2462 | 100% | 2438 | 100% |

*Summary: About 63% of our students have parents who have not graduated college.*

### Students on Free and Reduced Lunch Program by Grade Level

| | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| African American | 89 | 66.4% | 99 | 68.3% | 88 | 62.4% |
| American Indian | 4 | 36.4% | 5 | 45.5% | 5 | 41.7% |
| Asian | 14 | 41.2% | 14 | 40.0% | 22 | 59.5% |
| Filipino | 7 | 15.2% | 7 | 17.5% | 12 | 25.0% |
| Hispanic | 484 | 55.2% | 497 | 53.0% | 466 | 51.7% |
| Pacific Islander | 3 | 42.9% | 5 | 45.5% | 2 | 18.2% |
| White | 183 | 17.2% | 187 | 16.9% | 175 | 16.1% |
| Multiple | 34 | 25.8% | 44 | 25.3% | 48 | 24.1% |
| Totals | 818 | 35.5% | 858 | 34.8% | 818 | 33.6% |
| Female | 409 | 50.0% | 424 | 49.4% | 383 | 46.8% |
| Male | 409 | 50.0% | 434 | 50.6% | 435 | 53.2% |
| Grade 9 | 247 | 38.2% | 225 | 35.0% | 229 | 35.8% |
| Grade 10 | 240 | 38.0% | 220 | 34.4% | 199 | 32.5% |
| Grade 11 | 197 | 34.4% | 226 | 36.6% | 202 | 32.7% |
| Grade 12 | 134 | 29.7% | 187 | 33.2% | 188 | 33.0% |
| Total | 818 | 35.5% | 858 | 34.8% | 818 | 33.6% |

*Summary: The percentage of students on Free and Reduced lunch has increased in some areas, but by actual student number remains fairly close, depending on the size of the sub-group. In general the total population remains steady around 34%.*

### Student Enrollment: Grade Level Enrollment

| | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Grade 9 | 647 | 27.5% | 642 | 26.1% | 639 | 26.2% |
| Grade 10 | 631 | 26.8% | 639 | 26.0% | 612 | 25.1% |
| Grade 11 | 573 | 24.3% | 618 | 25.1% | 618 | 25.3% |
| Grade 12 | 451 | 21.5% | 563 | 22.9% | 569 | 23.3% |
| Total | 2302 | 100.0% | 2462 | 100.0% | 2438 | 100.0% |

*Summary: Student enrollment has remained constant, but is projected to increase over the next several years.*

## Student Enrollment by Ethnicity

|  | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|---|---|---|---|---|---|---|
|  | Number | Percent | Number | Percent | Number | Percent |
| African American | 134 | 5.8% | 145 | 5.9% | 141 | 5.8% |
| Am Indian/Alaska Nat | 11 | 0.5% | 11 | 0.4% | 12 | 0.5% |
| Asian | 34 | 1.5% | 35 | 1.4% | 37 | 1.5% |
| Filipino | 46 | 2.0% | 40 | 1.6% | 48 | 2.0% |
| Hispanic or Latino | 877 | 38.1% | 938 | 38.1% | 901 | 37.0% |
| Pacific Islander | 7 | 0.3% | 11 | 0.4% | 11 | 0.5% |
| White | 1061 | 46.1% | 1108 | 45.0% | 1089 | 44.7% |
| Multiple or N R | 132 | 5.7% | 174 | 7.1% | 199 | 8.2% |
| Total | 2302 | 100.0% | 2462 | 100.0% | 2438 | 100.0% |

*Summary: Enrollment has remained steady in all areas*

## Students whose Primary Language is other than English (includes all Reclassified Fluent English Proficient (RFEP)

|  | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|---|---|---|---|---|---|---|
|  | Number | Percent | Number | Percent | Number | Percent |
| Total | 498 | 21.6% | 517 | 21.0% | 500 | 20.5% |
| Spanish | 448 | 19.5% | 460 | 18.7% | 437 | 17.9% |
| Tagalog | 8 | 0.3% | 8 | 0.3% | 10 | 0.4% |
| Vietnamese | 8 | 0.3% | 9 | 0.4% | 5 | 0.2% |

*Summary: The number of Spanish speaking students has decreased slightly, while others remain constant.*

## Students Eligible to Receive Title I Funding

| Title 1 by Grade Level | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|---|---|---|---|---|---|---|
|  | Number | Percent | Number | Percent | Number | Percent |
| Grade 9 | The District did not participate in Title 1 Funding during 2013-2014 | | 338 | 52.6% | 454 | 71.0% |
| Grade 10 | | | 274 | 42.9% | 236 | 38.6% |
| Grade 11 | | | 232 | 37.5% | 227 | 36.7% |
| Grade 12 | | | 183 | 32.5% | 191 | 33.6% |
| Title 1 All Grades | | | 1027 | 41.7% | 1108 | 45.4% |

*Data Source: CBEDS*

*Summary:  The number of students by grade level has increased significantly, but the percentage of students by graduation year has decreased.*

## Students Enrolled in Special Education Programs

|  | 2013-2014 | | | | | | | |
|---|---|---|---|---|---|---|---|---|
|  | Excel | % | Matrix | % | Life Skills | % | Speech | % |
| Grade 9 | 77 | 3.3% | 5 | 0.2% | 6 | 0.3% | 9 | 0.4% |
| Grade 10 | 83 | 3.6% | 9 | 0.4% | 7 | 0.3% | 19 | 0.8% |
| Grade 11 | 53 | 2.3% | 12 | 0.5% | 4 | 0.2% | 7 | 0.3% |
| Grade 12 | 45 | 2.0% | 8 | 0.3% | 8 | 0.3% | 3 | 0.1% |
| Total | 258 | 11.2% | 34 | 1.5% | 25 | 1.1% | 38 | 1.7% |

Total Enrollment:: 2302

| | 2014-2015 | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Excel | % | Matrix | % | Life Skills | % | Speech | % |
| Grade 9 | 80 | 3.2% | 5 | 0.2% | 5 | 0.2% | 6 | 0.2% |
| Grade 10 | 74 | 3.0% | 5 | 0.2% | 7 | 0.3% | 9 | 0.4% |
| Grade 11 | 80 | 3.2% | 9 | 0.4% | 7 | 0.3% | 19 | 0.8% |
| Grade 12 | 53 | 2.2% | 13 | 0.5% | 5 | 0.2% | 7 | 0.3% |
| Total | 287 | 11.7% | 32 | 1.3% | 24 | 1.0% | 41 | 1.7% |

Total Enrollment:: 2462

| | 2015-2016 | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Excel | % | Matrix | % | Life Skills | % | Speech | % |
| Grade 9 | 61 | 2.5% | 2 | 0.1% | 4 | 0.2% | 3 | 0.1% |
| Grade 10 | 73 | 3.0% | 4 | 0.2% | 7 | 0.3% | 5 | 0.2% |
| Grade 11 | 78 | 3.2% | 4 | 0.2% | 7 | 0.3% | 3 | 0.1% |
| Grade 12 | 66 | 2.7% | 7 | 0.3% | 9 | 0.4% | 9 | 0.4% |
| Total | 278 | 11.4% | 17 | 0.7% | 27 | 1.1% | 20 | 0.8% |

Total Enrollment:: 2438

*Summary: The number of students enrolled in the Special Education programs have remained constant.*

**Excel** is an individualized special education program which provides students with disabilities the opportunity to receive full educational opportunities.

**Matrix** is an individualized special education program that provides a small setting for students with emotional needs.

**Lifeskills** is a functional academic program designed for students with developmental disabilities.

**AAA** (Applied Academic Academy) program provides a modified curriculum that does not meet the rigor of high school standards. Students are awarded a Certificate of Educational Achievement upon completion of the requirements. This program has been modified beginning 2013-2014. Students will now participate in a co-teaching model and receive a high school diploma upon completion of the requirements.

## Migrant Education

| | Total Migrant Students | Total % of Enrollment |
|---|---|---|
| 2013-2014 | 10 | 0.4% |
| 2014-2015 | 11 | 0.4% |
| 2015-2016 | 5 | 0.2% |

Summary: The number of students enrolled in Migrant Education at this time do not constitute a significant sub-group at this time. The students would be enrolled in courses accordingly.

## Total English Learners

| | # of English Learners | Total % of Enrollment |
|---|---|---|
| 2013-2014 | 222 | 9.6% |
| 2014-2015 | 204 | 8.3% |
| 2015-2016 | 187 | 7.7% |

*Data Source: CBEDS*

*Summary: Although there has been a slight decrease in our EL population we continue to provide an English Language Development program as it has been quite successful in supporting students through a double blocked ELD program and supports students to transition students into regular classes.*

## Advanced Placement Course Enrollment
## Students Enrolled and Sections Offered in Advanced Placement

| TITLE | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|
| P-AP American/Government | 18 | 21 | 69 |
| P-AP Art History | 80 | 93 | 62 |
| P-AP Biology | 82 | 71 | 78 |
| P-AP Calculus A/B | 53 | 36 | 68 |
| P-AP Calculus B/C | 3 | 14 | 10 |
| P-AP Chemistry | n/a | 42 | 13 |
| P-AP Economics | n/a | 23 | 69 |
| P-AP English 3 Language and Composition | 89 | 97 | 100 |
| P-AP English 4 Literature and Composition | 158 | 138 | 129 |
| P-AP Environmental Science | 69 | 98 | 55 |
| P-AP European History | n/a | n/a | 55 |
| P-AP Music Theory | n/a | 28 | n/a |
| P-AP Human Geography | n/a | n/a | 83 |
| P-AP Physics | n/a | n/a | 25 |
| P-AP Psychology | 150 | 264 | 225 |
| P-AP Spanish Language | 27 | 37 | 59 |
| P-AP Statistics | 30 | 46 | 43 |
| P-AP Studio Art | 11 | 29 | 25 |
| P-AP Studio Draw | 5 | 7 | 20 |
| P-AP Studio-3D | 1 | 3 | 11 |
| P-AP US History | 18 | 19 | 19 |
| P-AP World History | 64 | 87 | 86 |
| Total Sections | 34 | 44 | 47 |
| Total AP Course Enrollment (duplicated students) | 858 | 1153 | 1304 |
| Total AP Students (unduplicated students) | 433 | 490 | 551 |
| Total AP Student Enrollment % of Total Student Enrollment | 18.8% | 19.9% | 22.6% |

| | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total Student Enrollment | # AP | % AP | Total Student Enrollment | # AP | % AP | Total Student Enrollment | # AP | % AP |
| White | 1061 | 291 | 27.4% | 1108 | 342 | 30.9% | 1089 | 346 | 31.8% |
| Hispanic | 877 | 169 | 19.3% | 938 | 205 | 21.9% | 901 | 211 | 23.4% |
| African American | 134 | 26 | 19.4% | 145 | 27 | 18.6% | 141 | 28 | 19.9% |

| AP Three-Year School Score Summary | | | |
|---|---|---|---|
| Liberty | 2014 | 2015 | 2016 |
| Total AP Students | 433 | 490 | 551 |
| Number of Exams | 698 | 868 | 957 |
| AP Students w/Scores 3+ | 243 | 277 | 341 |
| % of Total AP Students w/Scores 3+ | 56.1% | 56.5% | 61.9% |
| California | | | |
| Total AP Students | 354,223 | 372,088 | 395,971 |
| Number of Exams | 668,479 | 706,482 | 748,885 |
| AP Students w/Scores 3+ | 227,770 | 236,716 | 247,641 |
| % of Total AP Students w/Scores 3+ | 64.3% | 63.6% | 62.5% |
| Global | | | |
| Total AP Students | 2,352,038 | 2,495,834 | 2,622,873 |
| Number of Exams | 4,199,697 | 4,512,673 | 4,737,822 |
| AP Students w/Scores 3+ | 1,442,071 | 1,514,178 | 1,581,538 |
| % of Total AP Students w/Scores 3+ | 61.3% | 60.7% | 60.3% |

*Data Source: CollegeBoard*

*Summary: The AP courses at LHS are part of an open enrollment program.  The number of students enrolling in AP courses and the number of AP courses offered has continued to increase across three years.  The percentage of unduplicated enrolled in AP courses is currently at 22% of the student population.  The largest population of students enrolled in AP courses are White, with near 20% of the Hispanic and African American subgroups enrolled.  The number of AP pass rates at LHS are slightly below the California and Global averages but are showing growth and improvement.*

# LANGUAGE PROFICIENCY

## Percentage of Students Designated English Language Learners

| Ethnicity | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| American Indian/Alaskan Native | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian | 9 | 4.1% | 6 | 2.9% | 6 | 3.2% |
| Pacific Islander | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Filipino | 4 | 1.8% | 2 | 1.0% | 4 | 2.1% |
| Black/African American | 2 | 0.9% | 1 | 0.5% | 1 | 0.5% |
| White | 6 | 2.7% | 1 | 0.5% | 2 | 1.1% |
| Hispanic or Latino | 198 | 89.2% | 190 | 93.1% | 172 | 92.0% |
| Multiple/No Response | 3 | 1.4% | 4 | 2.0% | 2 | 1.1% |
| **Total English Learners (EL)** | 222 | 44.6% | 204 | 39.5% | 187 | 37.1% |
| American Indian/Alaskan Native | 2 | 0.8% | 2 | 0.7% | 1 | 0.3% |
| Asian | 12 | 4.7% | 17 | 5.8% | 17 | 5.8% |
| Pacific Islander | 1 | 0.4% | 4 | 1.4% | 4 | 1.4% |
| Filipino | 5 | 1.9% | 4 | 1.4% | 5 | 1.7% |
| Black/African American | 3 | 1.2% | 4 | 1.4% | 3 | 1.0% |
| White | 7 | 2.7% | 7 | 2.4% | 9 | 3.1% |
| Hispanic or Latino | 225 | 87.5% | 250 | 85.6% | 248 | 84.9% |
| Multiple/No Response | 2 | 0.8% | 4 | 1.4% | 5 | 1.7% |
| **Total Fluent English Proficient (FEP)** | 257 | 51.6% | 292 | 56.5% | 292 | 57.9% |
| Asian | n/a | n/a | 1 | 4.8% | 3 | 12.0% |
| Pacific Islander | n/a | n/a | 1 | 4.8% | 1 | 4.0% |
| Filipino | n/a | n/a | 2 | 9.5% | 3 | 12.0% |
| Hispanic or Latino | 19 | 100.0% | 17 | 81.0% | 17 | 68.0% |
| White | n/a | n/a | n/a | n/a | 1 | 4.0% |
| **Total Re-designated FEP** | 19 | 3.8% | 21 | 4.1% | 25 | 5.0% |
| American Indian/Alaskan Native | 2 | 0.4% | 2 | 0.4% | 1 | 0.2% |
| Asian | 21 | 4.2% | 24 | 4.6% | 26 | 5.2% |
| Pacific Islander | 1 | 0.2% | 5 | 1.0% | 5 | 1.0% |
| Filipino | 9 | 1.8% | 8 | 1.5% | 12 | 2.4% |
| Black/African American | 5 | 1.0% | 5 | 1.0% | 4 | 0.8% |
| White | 13 | 2.6% | 8 | 1.5% | 12 | 2.4% |
| Hispanic or Latino | 442 | 88.8% | 457 | 88.4% | 437 | 86.7% |
| Multiple/No Response | 5 | 1.0% | 8 | 1.5% | 7 | 1.4% |
| **Total Students whose Primary Language is Other than English** | 498 | 21.6% | 517 | 21.0% | 504 | 20.7% |

*Data Source: CBEDS*

*Summary: On average English Language Learners have comprised roughly 20% of the total student population. Students designated both English Language Learners and Special Education re-designate at the Fluent English Proficient level at a lower rate than students who are designated only as English Language Learners.*

### D. Data Addressing the Eight State Priorities in the Local Control Accountability Plan
## Conditions of Learning
### Certificated Staff by Credential Type

|  | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|---|---|---|---|---|---|---|
|  | Number | Percent | Number | Percent | Number | Percent |
| Full | 110 | 97.35% | 124 | 98.41% | 125 | 98.43% |
| University Intern | 2 | 1.77% | 2 | 1.59% | 2 | 1.57% |
| District Intern | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Emergency | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Waiver | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Provisional Permit | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Short-Term Permit | 1 | .88% | 0 | 0.0% | 0 | 0.0% |
| Total | 113 | 100.0% | 126 | 100.00% | 127 | 100.00% |

*Summary: The teaching staff at LHS is highly qualified or on special credential, such as University Intern through the LUHSD.*

## Core Academic Classes Taught by Highly Qualified Teachers
### Certificated Staff Teaching Outside Credentialed Areas

|  | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|
| Number of Teachers | 0 | 0 | 0 |

*Summary: The teachers are properly assigned to teach their subject matter.*

### Education Level of Certificated Staff

|  | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|---|---|---|---|---|---|---|
|  | Number | Percent | Number | Percent | Number | Percent |
| Doctorate | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Masters Degree (+30) | 35 | 31.0% | 41 | 32.5% | 34 | 27.2% |
| Masters Degree | 11 | 9.7% | 11 | 8.7% | 18 | 14.4% |
| Bachelors Degree(+30) | 54 | 47.8% | 63 | 50.0% | 59 | 47.2% |
| Bachelors Degree | 13 | 11.5% | 11 | 8.7% | 14 | 11.2% |
| Total Staff | 113 | 100% | 126 | 100% | 125 | 100% |

*Summary: The largest percentage of credentialed staff holds a Bachelor's Degree +30 additional university units at 47%. An additional 27% of credential staff hold a Master's Degree +30 additional university units.*

### Years in Teaching of Credentialed Staff

|  | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|
| Average Years Teaching | 12 | 12 | 12 |
| Average Years in District | 10 | 9 | 10 |
| First Year Teachers | 4 | 9 | 5 |
| Second Year Teachers | 5 | 6 | 10 |

*Summary: The average years in teaching at LHS is 12 years while the average years in the district is 10.*

### Beginning Teacher Support and Assessment (BTSA)

|  | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|
| Year 1 | 5 | 17 | 6 |
| Year 2 | 3 | 3 | 10 |

*Summary: There has been an influx of first and second year teachers employed at LHS across the last three years.*

## Student Access to Standards-Aligned Instructional Materials

Students attending Liberty High School are provided textbooks and other learning materials in accordance with state and federal mandates.  Across the last three years curriculum has been updated and purchased to be aligned with the common core standards.  LHS is in alignment with the Williams Act.

## School Facilities and Overall Condition

Liberty High School is the oldest campus within the district and has continued to be updated, improved, and remodeled where needed according to the school district and board of trustees in cooperation with the site administration.  As the student population continues to increase both permanent and portable facilities have been added to our campus.  The following facilities at LHS are in good repair: structural buildings, electricity, HVAC, restroom/drinking fountains, safety, and the campus is clean both internally and externally.  The Science department reviews classroom safety features annually and stores chemicals in the appropriate manner.  The LUHSD maintenance and custodial staff are responsible for making repairs on an as needed basis and the online work order system is available to submit a request.

The newest building is currently under construction to create more science labs.  During the 2013-2015 school years a campus wide wireless network system and migration took place to increase the access to technology.  In preparation for the Smarter Balance Assessment program and to support the increased use of technology in academics 24 laptop carts with 36 laptop/notebooks have been purchased.  Classroom student desks are repaired and replaced as needed, and two new class sets of student desks were purchased in 2016.  All teachers on campus have a work station, including a computer and many classrooms have LCD projectors and document cameras.  The Liberty High School District joined the solar panel use movement and installed solar paneling over the student parking lot to reduce the energy consumption and save operating costs across 25 years.

Our athletic facilities have been improved or updated including new scoreboards in the gym, as well as the locker rooms have been repainted and a new fitness room has been created to replace an old weight lifting facility.  The athletic fields for softball and baseball have been improved including scoreboards and new fencing.  The stadium has had new turf installed to be used by programs such as football and soccer as well as numerous community organizations.

The campus office buildings have been repainted, carpeted, and new office furniture has been purchased.
There are currently five full-time campus supervisors who assist in the daily operations of the school and safety and security of the students and campus.  In addition, LHS has video surveillance for campus safety and security purposes.

## Implementation of Academic, Content and Performance Standards

LHS purchased new instructional materials in both ELA and Math to be aligned with common core standards.  Content Coaches have been in place for three years in ELA and Math to support each department with the transition of the standards.  An additional Content Coach to help guide the New Generation Science Standards and new materials will be purchased.  In the core content areas common assessments are aligned to the new standards and also are using CAASPP practice tests.  Many classes are using new grading rubrics.
In Language Arts the implementation of the Springboard curriculum has been implemented in the 2016-2017 school year.  In Math the common core standards were implemented in 2015-2016 using the Big Ideas Curriculum in Algebra 1 and Algebra 2.

## Enrollment in a Broad Course of Study:

LUHSD Graduation Requirements

| Course Requirements (10 Credits = 1 year) | | |
|---|---|---|
| **Course** | | **Credits** |
| English: | Students must pass 9th, 10th, 11th and 12th grade levels | 40 |
| Social Science: | a. One year of World History (10)<br>b. One year of U.S. History (11)<br>c. One semester of American Government (12)<br>d. One semester of Economics (12) | 30 |
| Mathematics: | Students must pass three years of mathematics with completion of Algebra and Geometry | 30 |
| Science: | a. One year of Life Science (Biology)<br>b. One year of Physical Science (Earth Science, Chemistry, Chemistry in the Community or Physics) | 20 |
| Fine Arts or World Language: | 1 year | 10 |
| Physical Education: | a. One year of 9th grade P.E.<br>b. One year of 10th grade P.E. | 20 |
| Health: | Students must take one semester of health education | 5 |
| Electives | (1 year required) Accounting, Agriscience, Animal Science, Agribusiness & Economics, ROP Analytical Forensic Science, AP Economics, AP Psychology, Business Economics & Marketing, Child Development, Companion Animal Care, Earth Science, Economics, AP ROP Environmental Science, International Cuisine, Journalism, Literary Analysis through Film, Psychology within Society, ROP Sports Medicine, Virtual Enterprise | 115 |
| Total number of credits required for graduation | | 270 |
| **Graduation Requirements** | | |
| In order to graduate and earn a diploma, students must (1) complete 270 credits; and (2) complete the required course of study as noted above. Students who do not fulfill all of these requirements are not eligible to graduate from Liberty High School. | | |
| Academy Choice: | Public Art & Design (PADA) Gr 10 Public Space & Design; Gr 11 PADA Core | |
| | Health Careers Pathway | |
| | Teaching & Learning (TLC) Gr 10 TLC Child Dev; Gr 11 TLC Core | |
| | Virtual Enterprise Academy Gr 10 College & Career Research & Planning; Gr 11 Bus Econ and Marketing | |
| CTE Pathway: | Agriculture & Natural Resources CTE Pathway | |
| | Applied Technology CTE Pathway | |
| | Building Trades & Construction CTE Pathway | |
| | Business & Finance CTE Pathway | |
| | Hospitality, Tourism & Recreation CTE Pathway | |
| | Information & Communication Technology CTE Pathway | |
| | Transportation CTE Pathway | |

Number of students meeting UC/CSU a–g requirements; the number enrolled in the UC approved courses. All students are encouraged to enroll in UC/CSU a-g courses. Students enrolled in UC/CSU a-g courses must receive a grade of 'C' or better to be college eligible upon graduation. LHS has a curriculum council who reviews courses submitted for approval. Classroom teachers may submit a course of study for approval of the a-g requirements. All courses are subject to LUHSD board approval. An Assistant Principal oversees curriculum council.

### Comparison of Graduates Taking Courses Required for UC/CSU Admission

| | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | # Grad | # Grad UC/CSU | % Grad UC/CSU | # Grad | # Grad UC/CSU | % Grad UC/CSU | # Grad | # Grad UC/CSU | % Grad UC/CSU |
| LHS | 419 | 187 | 44.6% | 520 | 251 | 48.3% | 514 | 260 | 50.6% |
| District | 1,715 | 717 | 41.8% | 1,809 | 814 | 45.0% | n/a | | |
| State | 421,636 | 176,688 | 41.9% | 426,950 | 185,179 | 43.4% | n/a | | |

*Summary: The percentage of graduates taking UC/CSU a-g requirements has increased nearly 6% across three years. LHS has a higher than the district average of students enrolled in courses for the a-g requirements.*
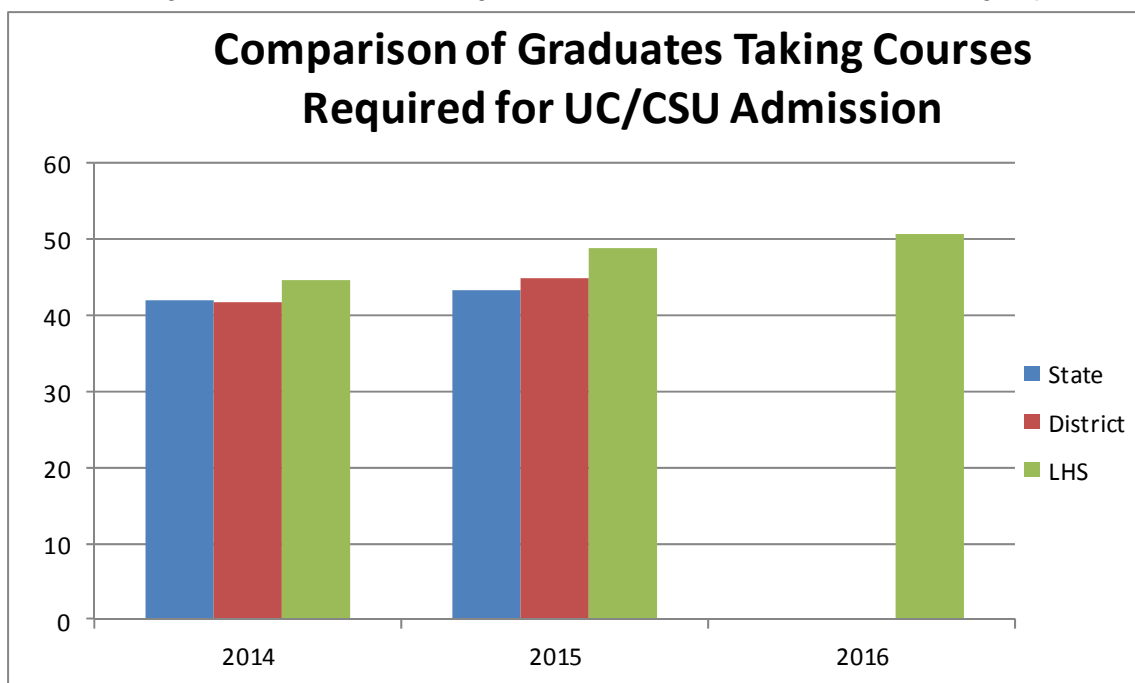


Comparison of Graduates Taking Courses Required for UC/CSU Admission by Ethnicity and Gender

| | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | # Grad | # Grad UC/CSU | % Grad UC/CSU | # Grad | # Grad UC/CSU | % Grad UC/CSU | # Grad | # Grad UC/CSU | % Grad UC/CSU |
| American Indian | 3 | 2 | 66.7% | 2 | 1 | 50.0% | 3 | 2 | 66.7% |
| Asian | 11 | 4 | 36.4% | 10 | 6 | 60.0% | 3 | 3 | 100.0% |
| Pacific Islander | 2 | 1 | 50.0% | 5 | 1 | 20.0% | n/a | n/a | n/a |
| Filipino | 17 | 11 | 64.7% | 8 | 7 | 87.5% | 12 | 8 | 66.7% |
| Hispanic | 143 | 54 | 37.8% | 190 | 84 | 44.2% | 183 | 80 | 43.7% |
| African American | 22 | 6 | 27.3% | 27 | 9 | 33.3% | 32 | 11 | 34.4% |
| White | 208 | 105 | 50.5% | 253 | 132 | 52.2% | 232 | 128 | 55.2% |
| Multiple/No Response | 13 | 4 | 30.8% | 25 | 14 | 56.0% | 49 | 28 | 57.1% |
| Total | 419 | 187 | 44.6% | 520 | 254 | 48.8% | 514 | 260 | 50.6% |
| Female | 215 | 120 | 55.8% | 245 | 128 | 52.2% | 279 | 167 | 59.9% |
| Male | 204 | 67 | 32.8% | 275 | 126 | 45.8% | 235 | 93 | 39.6% |

*Summary: Some of the smallest subgroups on our campus graduate with a high percentage a-g eligible. Our largest subgroups, African American and White both have increasing percentage rates across three years, while the Hispanic subgroup has shown growth with a slight decrease in 2015-2016, and the Multiple/No Response subgroup is growing in students it is also increasing in percentage of eligible graduates. We do consistently have higher numbers of females graduating a-g eligible than males.*

**Number of students taking Algebra by grade level, specifically track the percentage of 9th graders taking a course below the level of Algebra**

| | 2013-2014 | | | |
|---|---|---|---|---|
| Course | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| CAHSEE Math | 1 | 37 | 5 | 2 |
| Intensified Alg-Sped | 1 | 6 | 9 | 4 |
| Algebra 1 10-12 | 0 | 12 | 0 | 0 |
| Algebra 1 | 189 | 0 | 1 | 1 |
| Intensified Algebra | 163 | 10 | 7 | 2 |
| Total | 354 | 65 | 22 | 9 |
| | 2014-2015 | | | |
| Course | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| CAHSEE Math | 0 | 23 | 4 | 2 |
| Intensified Alg-Sped | 4 | 12 | 8 | 0 |
| Algebra 1 10-12 | 0 | 79 | 12 | 9 |
| Algebra 1 | 134 | 0 | 0 | 0 |
| Intensified Algebra | 218 | 16 | 3 | 0 |
| Total | 356 | 130 | 27 | 11 |
| | 2015-2016 | | | |
| Course | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Intensified Alg-Sped | 2 | 5 | 8 | 0 |
| Algebra 1 10-12 | 0 | 39 | 12 | 4 |
| Algebra 1 | 350 | 2 | 0 | 0 |
| Intensified Algebra | 198 | 12 | 0 | 0 |
| Total | 550 | 58 | 20 | 4 |

- *Intensified Algebra is a double-blocked math course to support students who's test scores display additional need for support.*
- *The Algebra 1 10-12 is made up predominantly of students who took Algebra 1 in 9th grade and did not excel in the class.*
- *As a result of the discontinued use of the CAHSEE we no longer have the course for students who did not pass the exam.*

*Summary: The largest populations of students taking various levels of Algebra are 9th and 10th graders. There was a significant increase of 9th graders entering high school enrolled in Algebra 1 or Intensified Algebra, per common core math level changes in the K-8 programs.*

Student participation in co-curricular activities, specifically performing arts.

| | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|
| Instrumental Music | 105 | 114 | 130 |
| Choir | 240 | 246 | 222 |
| Dance | 103 | 96 | 100 |
| Drama | 187 | 182 | 137 |
| Total | 635 | 638 | 589 |
| % of Enrollment | 27.6% | 25.9% | 24.2% |

*Summary: The number of students enrolled in co-curricular performing arts has remained constant at near 25%.*

Student participation in extra-curricular activities, specifically athletics.

| | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|
| Fall | 318 | 343 | 315 |
| Winter | 236 | 215 | 206 |
| Spring | 290 | 306 | 329 |
| Total | 844 | 864 | 850 |
| Enrollment | 2302 | 2462 | 2438 |
| % of Enrollment | 36.7% | 35.1% | 34.9% |

*Summary: Slight decrease in winter sports and an increase in spring sports programs. The percentage of student participating in athletics has continued at about 35% of enrollment across three years.*

Academic Excellence of Athletes.

| Award | GPA | 2013-2014 (Fall, Spring & Winter) Number of Students | 2014-2015 (Fall, Spring & Winter) Number of Students | 2015-2016 (Fall, Spring & Winter) Number of Students |
|---|---|---|---|---|
| North Coast Scholar Athletes | 3.50 | 187 | 128 | 201 |
| Athletic Directors Award | 3.75 | 77 | 83 | 102 |
| North Coast Scholastic Teams | 3.0 | 13 | 13 | 17 |

DISTRICT POLICIES AND SCHOOL FINANCIAL SUPPORT

| Year | Adjusted $ per Student (ADA) |
|------|------------------------------|
| 2013-14-LCFF | $6,912.58 |
| 2014-15-LCFF | $7,622.91 |
| 2015-16-LCFF | $8,537.00 |

In addition to the general fund allocation based on ADA, Liberty programs are supported through several categorical funding sources:

- Title 3 Funds support our EL program in the form of classroom aides, program coordination, data tech, sections for the master schedule, professional development, instructional supplies, and transportation.  This year we received $44,178 (DO) in Title III funds.
- Title 1 funds are allocated to schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Liberty High School has 802 identified students who qualified for Title 1 funds, which makes up 33% of our student population and makes Liberty a Targeted Assistance School (TAS). In order to identify the student the following criteria is used: English Learners (levels 1-5), social economically disadvantaged students (Free and Reduced lunch qualifiers), foster youth, homeless students, intervention classes to help students achieve grade level proficiency (Intensified Algebra, Geometry support, Read 180, Academic Reading Development, Earth Science, Tutorial support classes) and students deficient in credits needed for graduation (one year behind the coursework for the respective grade level). We started accepting Title 1 funds during the 2014-2015 school year, we received $153,902.19 and for 2015-2016 we received $154,300.
- Carl Perkins grant funds support our Career and Technical Education programs.  We receive similar amounts, this year we received $36,481 and last year $38,992.
- In the FFA program the Perkins funds are used to support the purchase of non-consumables as well as support the payment of subs for FFA related absences.  There is also the Ag Incentive Grant, which is based on the number of students that take part in the FFA/agriculture programs the previous year.  The funds may be used for consumable products such as flowers, animal vaccines, syringes, student conferences and State FFA membership expenses.
- A California Partnership Grant funds for our Teaching and Learning Careers (TLC) Academy program. Traditionally the CPA grant provides $81,000 and District Match at $82,055.  The CPA grant funds for PADA are $68,290 and District Match is $68,56.
- The science department received $16,500 in grant funds for lab equipment and environmental research at Marsh Creek.  The funds came from numerous sources including National Oceanic and Atmospheric Administration (NOAA), Lawrence Livermore National Lab (LLNL), Dow Chemical, and the Environmental Research Group.  LHS has been named an Ocean Guardian School 2 years in a row.  In addition $6500 was received for a Dow and LLNL grant for students to complete lab projects on fractional distillation for organic chemistry.

# Pupil Achievement Outcomes

## SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC)
- The results from the 2014-2015 will be used as the baseline to help us evaluate our educational programs, interventions and formulate future goals.
- The goal of the 2014-2015 was to ensure that 95% of our Junior class (576) participated and completed the SBAC tests.

## California Assessment of Student Performance and Progress (CAASSP) Results

| English Language Arts | Not Met | | Nearly Met | | Met | | Exceeded | |
|---|---|---|---|---|---|---|---|---|
| | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 |
| All Students | 13% | 11% | 23% | 19% | 34% | 37% | 30% | 33% |
| Students with No Disability | 8% | 5% | 21% | 16% | 38% | 41% | 33% | 38% |
| Students with Disability | 49% | 49% | 36% | 36% | 10% | 12% | 5% | 3% |
| Students Economically Disadvantaged | 22% | 19% | 28% | 27% | 31% | 31% | 19% | 23% |
| Students Not Economically Disadvantaged | 8% | 7% | 19% | 16% | 36% | 40% | 37% | 38% |

*Summary: There has been an increase of students meeting or exceeding the standards in ELA in most subgroups. The Students with Disabilities has the lowest percentage of meeting or exceeding the standards at 15%. There have been increases of up to 8% of students reaching the standards.*

| Math | Not Met | | Nearly Met | | Met | | Exceeded | |
|---|---|---|---|---|---|---|---|---|
| | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 |
| All Students | 36% | 36% | 33% | 30% | 24% | 23% | 8% | 10% |
| Students with No Disability | 30% | 29% | 36% | 32% | 26% | 27% | 8% | 12% |
| Students with Disability | 78% | 83% | 11% | 16% | 8% | 1% | 3% | 0% |
| Students Economically Disadvantaged | 48% | 52% | 31% | 23% | 16% | 19% | 5% | 5% |
| Students Not Economically Disadvantaged | 28% | 29% | 34% | 33% | 29% | 25% | 9% | 13% |

*Summary: Students continue to struggle in the area of Math in higher percentages than other subjects, however there has been growth of up to 5% meeting or exceeding the standards for students with no disability. Students with disability saw a drop of 10% meeting or exceeding the standards across two years. Overall we have 60-69% of all students who do not meet or exceed the standards in the area of Math.*

| English Language Arts | Not Met | | Nearly Met | | Met | | Exceeded | |
|---|---|---|---|---|---|---|---|---|
| | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 |
| All Students | 13% | 11% | 23% | 19% | 34% | 37% | 30% | 33% |
| Black or African American | 31% | 24% | 33% | 21% | 22% | 34% | 14% | 21% |
| Asian | n/a | 7% | n/a | 13% | n/a | 40% | n/a | 40% |
| Filipino | 8% | n/a | 15% | n/a | 38% | n/a | 38% | n/a |
| Hispanic or Latino | 20% | 15% | 29% | 23% | 32% | 39% | 20% | 23% |
| White | 6% | 7% | 16% | 17% | 40% | 38% | 38% | 39% |
| Two or More Races | 6% | 6% | 16% | 19% | 31% | 28% | 47% | 47% |

*Summary: The majority of students in all subgroups are meeting or exceeding the standards in ELA. The subgroups who have the highest numbers of not or nearly meeting the standards are the African American and Latino subgroups at 35% & 38% respectively, however both of these subgroups have shown improvement over two years.*

| Mathematics | Not Met | | Nearly Met | | Met | | Exceeded | |
|---|---|---|---|---|---|---|---|---|
| | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 | 2015 | 2016 |
| All Students | 36% | 36% | 33% | 30% | 24% | 23% | 8% | 10% |
| Black or African American | 61% | 52% | 31% | 31% | 6% | 14% | 3% | 3% |
| Asian | n/a | 20% | n/a | 33% | n/a | 20% | n/a | 27% |
| Filipino | 31% | n/a | 15% | n/a | 54% | n/a | 0% | n/a |
| Hispanic or Latino | 50% | 45% | 30% | 31% | 16% | 19% | 4% | 5% |
| White | 24% | 31% | 37% | 28% | 30% | 26% | 10% | 15% |
| Two or More Races | 17% | 18% | 19% | 39% | 33% | 30% | 21% | 12% |

*Summary: The number of students meeting or exceeding the standards is increasing in all subgroups across two years except the subgroup of two or more races, which saw a decrease of 54-42% in 2015-2016. The number of students not meeting or nearly meeting the standards is high across the subgroups, but has seen a decrease in percentage across two years, except the White subgroup which was 24% Not Met in 2015 and increased to 31% not met in 2016.*

# CAASSP Results

## English Language Arts – Results by Subgroups
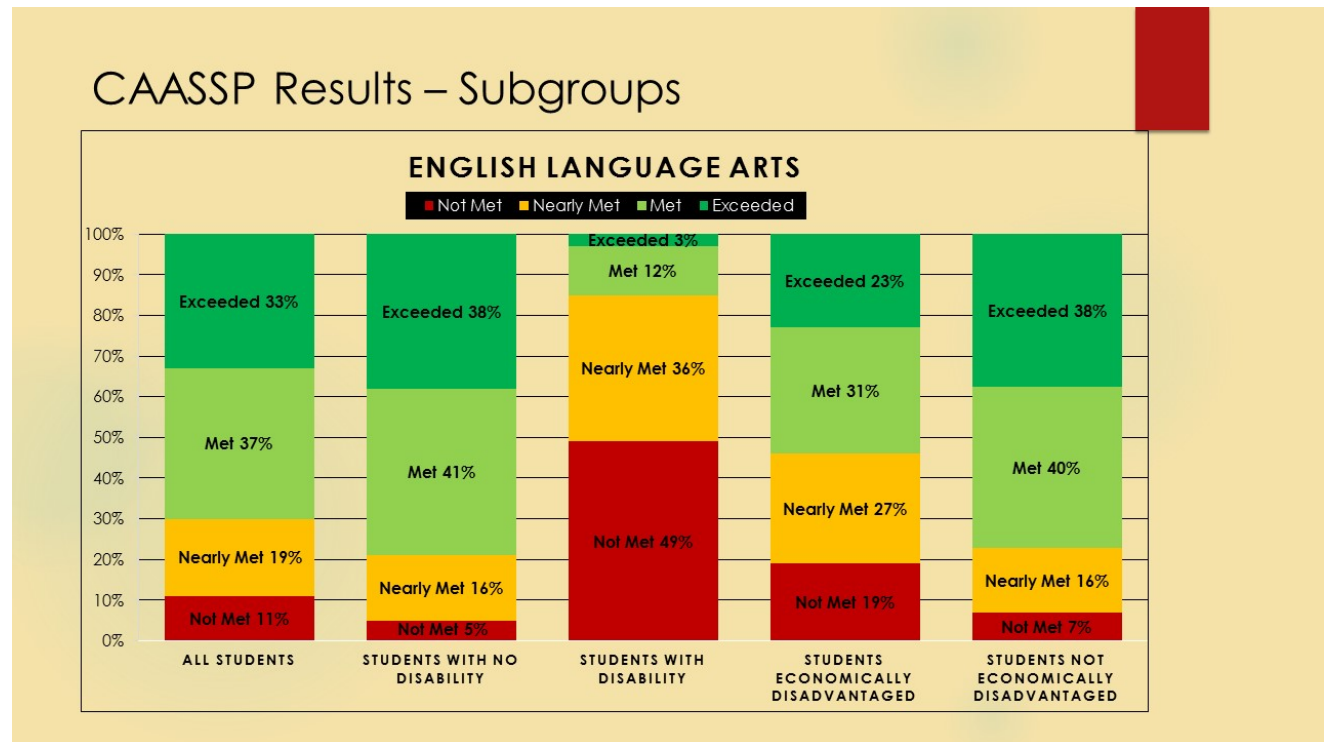


## Mathematics – Results by Subgroups
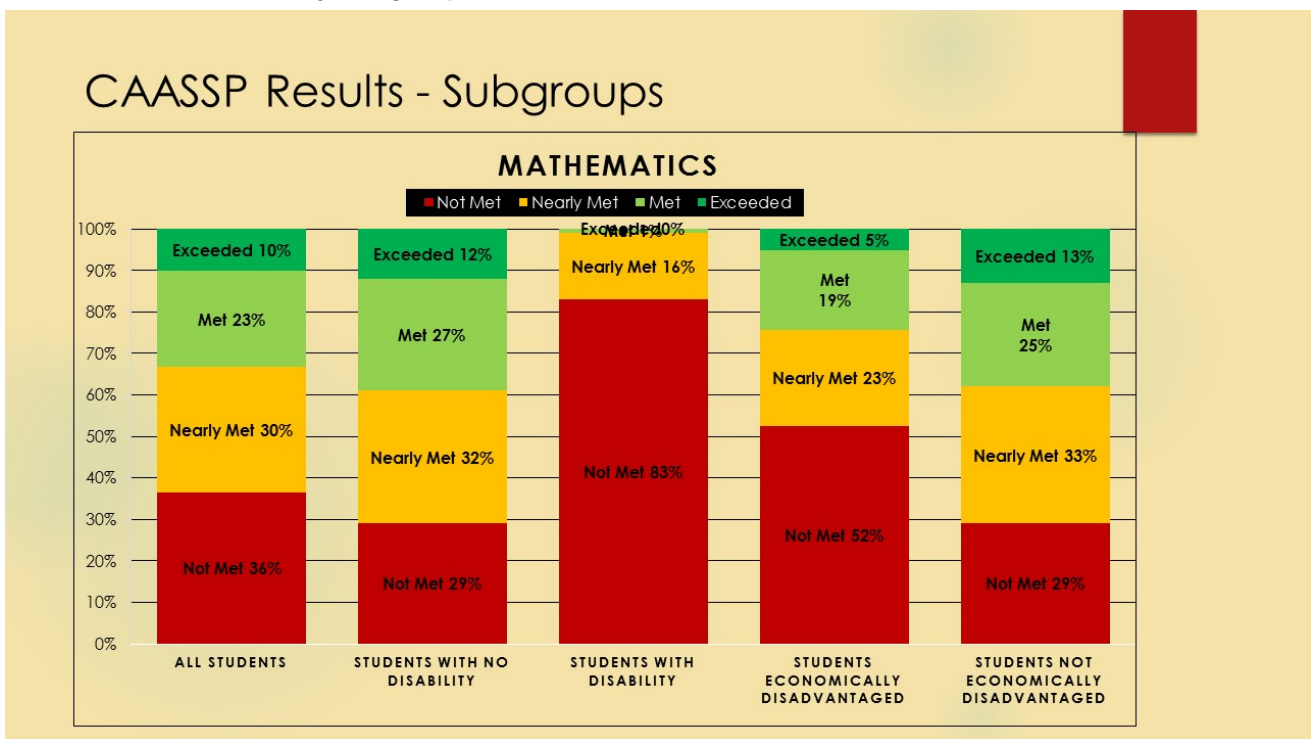
English Language Arts – Results by Ethnicity



CAASSP Results - Ethnicity

ENGLISH LANGUAGE ARTS



CAASSP Results - Ethnicity

MATHEMATICS

# COLLEGE EXAMS

## SAT

| | 2012-2013 | | | 2013-2014 | | | 2014-2015 | | |
| | LHS | District | State | LHS | District | State | LHS | District | State |
|---|---|---|---|---|---|---|---|---|---|
| Grade 12 Enrollment | 518 | 2,013 | 496,859 | 506 | 2,030 | 498,403 | 621 | 2,106 | 496,901 |
| Number Tested | 189 | 678 | 200,543 | 194 | 693 | 204,848 | 262 | 815 | 210,706 |
| Critical Reading Average | 490 | 496 | 492 | 484 | 498 | 492 | 479 | 493 | 489 |
| Math Average | 488 | 491 | 508 | 481 | 490 | 506 | 479 | 485 | 500 |
| Writing Average | 475 | 490 | 489 | 477 | 492 | 489 | 476 | 487 | 484 |
| Total ≥ 1,500 Number | 81 | 307 | 93,136 | 74 | 319 | 93,937 | 103 | 353 | 93,334 |
| Total ≥ 1,500 Percent | 42.9% | 45.3% | 46.4% | 38.1% | 46.0% | 45.9% | 39.3% | 43.3% | 44.3% |

*Summary: LHS has continued to see growth in the number of students taking the SAT. The percentage of students scoring greater than or equal to 1500 has remained below the district and state average by 3-5%.*

## ACT

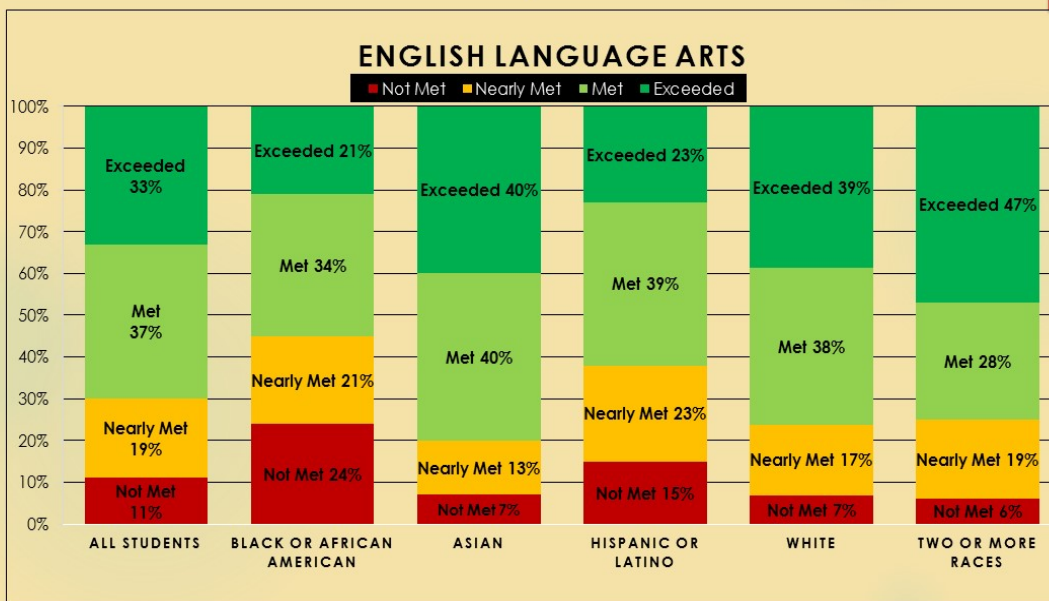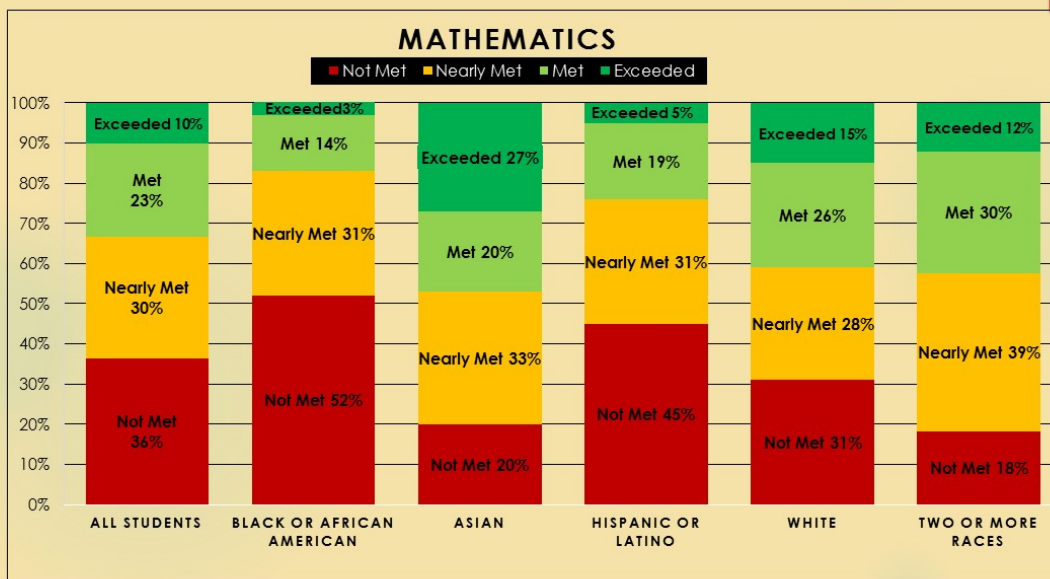| | 2012-2013 | | | 2013-2014 | | | 2014-2015 | | |
| | LHS | District | State | LHS | District | State | LHS | District | State |
|---|---|---|---|---|---|---|---|---|---|
| Grade 12 Enrollment | 518 | 2,013 | 496,859 | 506 | 2,030 | 498,403 | 621 | 2,106 | 496,901 |
| Number Tested | 108 | 299 | 90,986 | 103 | 365 | 97,607 | 157 | 469 | 104,230 |
| Average Score | 21.0 | 21.9 | 21.87 | 21 | 21 | 22 | 21 | 22 | 22 |
| Score ≥ 21 Number | 57 | 182 | 51,821 | 73 | 210 | 55,211 | 84 | 281 | 59,881 |
| Score ≥ 21 Percent | 52.78% | 60.87% | 56.95 | 56.15 | 57.53 | 56.56 | 53.50 | 59.91 | 57.45 |

*Summary: LHS has scores slightly lower than district and state average. Across three years the scores of greater than or equal to 21 has remained in the 50% range.*

## Advanced Placement

| | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | |
| | LHS | District | State | LHS | District | State | LHS | District | State |
|---|---|---|---|---|---|---|---|---|---|
| Grade 12 Enrollment | 506 | 2,030 | 498,403 | 621 | 2,106 | 496,901 | 597 | | |
| Grade 10-12 Enrollment | 1,709 | 5,909 | 1,460,821 | 1,878 | 6,097 | 1,454,751 | 1,937 | | |
| Number Tested | 433 | 1,215 | 313,220 | 490 | 1,330 | 329,412 | 551 | | |
| Exam Score = 5 | 30 | 140 | 82,332 | 46 | 184 | 83,501 | 69 | | |
| Exam Score = 4 | 108 | 374 | 114,769 | 142 | 433 | 118,517 | 164 | | |
| Exam Score = 3 | 219 | 586 | 144,523 | 244 | 624 | 150,815 | 274 | | |
| Exam Score = 2 | 224 | 558 | 132,175 | 239 | 621 | 137,482 | 247 | | |
| Exam Score = 1 | 116 | 337 | 113,248 | 195 | 443 | 130,563 | 203 | | |

## Advanced Placement Pass Rates

| Course | 2014 | | | 2015 | | | 2016 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total Students Enrolled | # of Tests Taken | % Passed 3+ | Total Students Enrolled | # of Tests Taken | % Passed 3+ | Total Students Enrolled | # of Tests Taken | % Passed 3+ |
| Art History | 80 | 78 | 65% | 93 | 68 | 54% | 62 | 54 | 78% |
| Biology | 82 | 72 | 65% | 71 | 65 | 57% | 78 | 75 | 59% |
| Calculus AB | 53 | 44 | 23% | 36 | 29 | 24% | 68 | 50 | 6% |
| Calculus BC | 3 | 2 | 100% | 14 | 10 | 40% | 10 | 10 | 60% |
| Chemistry | n/a | n/a | n/a | 42 | 28 | 7% | 13 | 5 | 0% |
| Computer Science | n/a | n/a | n/a | 0 | 1 | 100% | n/a | n/a | n/a |
| English Language Comp | 89 | 86 | 53% | 97 | 86 | 56% | 100 | 87 | 67% |
| English Literature Comp | 158 | 120 | 38% | 138 | 105 | 62% | 129 | 103 | 61% |
| Environmental Science | 69 | 34 | 47% | 98 | 51 | 45% | 55 | 26 | 23% |
| European History | n/a | n/a | n/a | n/a | n/a | n/a | 55 | 40 | 40% |
| German Language | n/a | n/a | n/a | n/a | n/a | n/a | 0 | 1 | 100% |
| Human Geography | 0 | 1 | 0% | n/a | n/a | n/a | 83 | 67 | 84% |
| Macro Economics | n/a | n/a | n/a | 21 | 12 | 25% | 69 | 32 | 16% |
| Music Theory | n/a | n/a | n/a | 28 | 20 | 50% | n/a | n/a | n/a |
| Physics 1 | n/a | n/a | n/a | n/a | n/a | n/a | 20 | 17 | 47% |
| Psychology | 150 | 98 | 45% | 264 | 183 | 50% | 225 | 166 | 45% |
| Spanish Language | 27 | 27 | 96% | 37 | 27 | 70% | 59 | 30 | 77% |
| Spanish Literature | 0 | 12 | 75% | 0 | 1 | 100% | 0 | 1 | 0% |
| Statistics | 30 | 22 | 82% | 46 | 36 | 64% | 43 | 27 | 89% |
| Studio Art 2D | 11 | 12 | 67% | 29 | 26 | 85% | 25 | 26 | 81% |
| Studio Art 3D | 1 | 1 | 100% | 3 | 3 | 67% | 11 | 10 | 70% |
| Studio Art Drawing | 5 | 4 | 100% | 7 | 6 | 33% | 20 | 12 | 75% |
| US Government and Politics | 18 | 11 | 18% | 21 | 16 | 38% | 69 | 39 | 23% |
| US History | 18 | 19 | 47% | 19 | 28 | 32% | 19 | 16 | 69% |
| World History | 64 | 55 | 35% | 87 | 67 | 28% | 86 | 63 | 33% |
| Total Exams | | | 698 | | | 868 | | | 957 |
| Total AP Students | | | 433 | | | 490 | | | 551 |
| Total School Enrollment | | | 2302 | | | 2462 | | | 2438 |
| Total % of AP Students Enrollment | | | 18.8% | | | 19.9% | | | 22.6% |
| # AP Students w/Scores 3+ | | | 243 | | | 277 | | | 341 |
| % of Total AP Students with Scores 3+ | | | 56.1% | | | 56.5% | | | 61.9% |

*Summary: LHS has had an increase in enrollment of AP enrollment and exams taken and with passing scores across three years.*

## # of Students taking an AP Exam



| Year | Value |
|------|-------|
| 2011 | 211 |
| 2012 | 244 |
| 2013 | 328 |
| 2014 | 433 |
| 2015 | 490 |
| 2016 | 551 |

## # of AP Scholars



| Year | Value |
|------|-------|
| 2011 | 39 |
| 2012 | 51 |
| 2013 | 43 |
| 2014 | 60 |
| 2015 | 86 |
| 2016 | 102 |
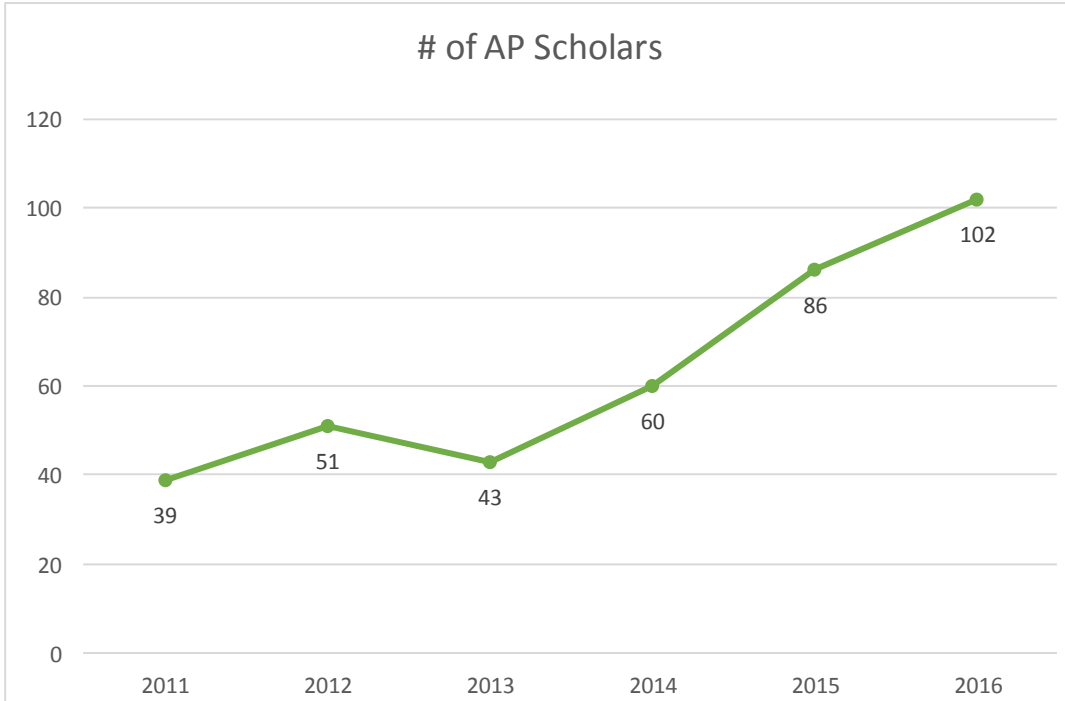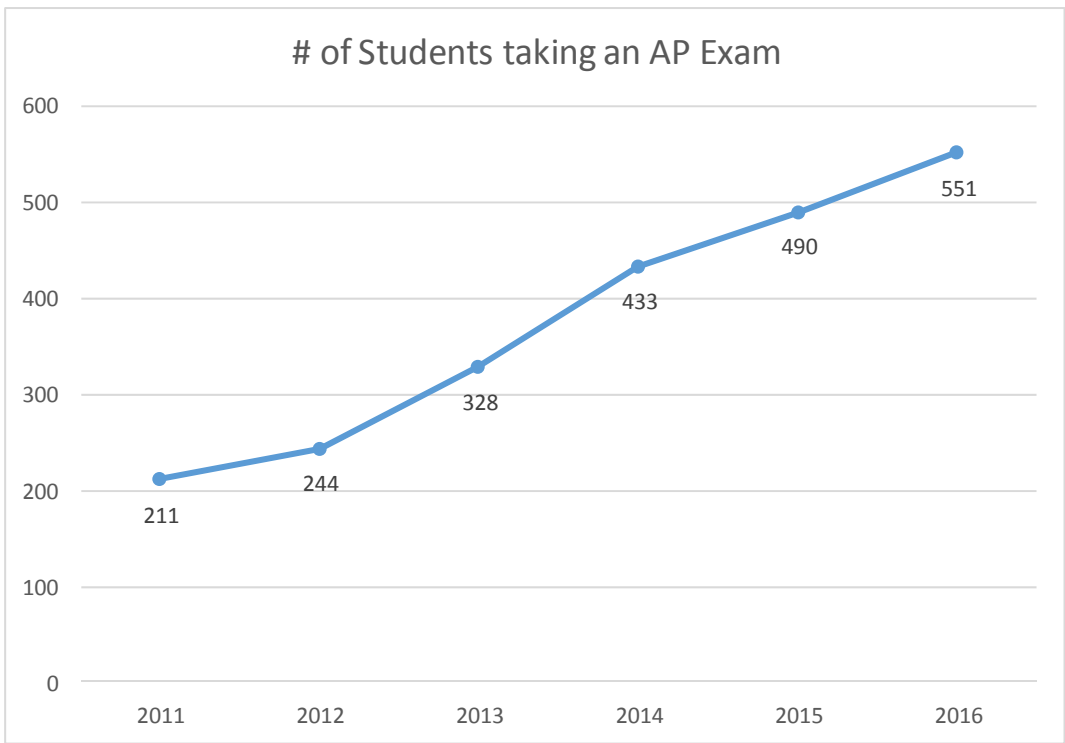
# Post-secondary Plans of Graduates

(Results are approximations based on number of students who completed LUHSD Graduate Survey.
Totals may be higher due to graduates choosing more than one option.)

|  | Class of 2013 | | Class of 2014 | | Class of 2016 | |
|---|---|---|---|---|---|---|
|  | # | % | # | % | # | % |
| 4-Year College/University | 119 | 28% | 166 | 37% | 180 | 34.7% |
| Community College | 193 | 46% | 186 | 42% | 248 | 47.8% |
| Technical School | 23 | 6% | 12 | 3% | 23 | 4.4% |
| Military | 32 | 8% | 30 | 7% | 17 | 3.3% |
| Work | 31 | 8% | 37 | 8% | 37 | 7.1% |
| Marriage | 5 | 1% | 1 | 0.2% | n/a | n/a |
| Travel | 9 | 2% | 8 | 2% | 2 | .4% |
| Other | 5 | 1% | 8 | 2% | 12 | 2.3% |
| Total | 417 | | 448 | | 519 | |

*CLASS OF 2015 DATA IS NOT AVAILABLE*                                              *LUHSD ANNUAL GRADUATE SURVEY*

*Summary: The largest population of graduates plan to attend community college near 45%, followed by the plans to attend a 4-year university at about 35%.*

# Career Technical Education (CTE) Programs

| Course | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|
| AP Environmental Science | * | * | 3 | 3 | 2 |
| Art of Video Production | 1 | 1 | 1 | 1 | 1 |
| Auto Tech | 3 | 3 | 3 | 3 | 3 |
| Desktop Publishing | 1 | 1 | 1 | 1 | * |
| Forensic Science | 2 | 3 | 3 | 4 | 4 |
| Health Careers Core | 2 | 3 | 3 | 2 | * |
| Health Careers Internship | 2 | 2 | 2 | 2 | * |
| Medical Assistant/Office | 1 | * | * | * | * |
| Multimedia | 1 | 1 | 1 | 1 | 1 |
| Sports Medicine | 1 | 2 | 3 | 4 | 4 |
| Veterinarian Science | 1 | 1 | 1 | * | * |
| TV/Video Production | 3 | 2 | 2 | 2 | 2 |
| Total | 19 | 20 | 24 | 23 | 17 |

*Summary: LHS offers a variety of elective CTE courses to provide students a school-to-career opportunity.*

# California Partnership Academy Grant Program

| Academy | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|
| Teaching & Learning Careers Academy (TLC) | 139 | 117 | 119 | 141 | 154 |
| Public Art & Design Academy (PADA) | 34 | 70 | 96 | 98 | 101 |
| Total | 173 | 187 | 225 | 239 | 254 |

*Summary: The CPA grant funded programs are made up of no more than 10% of the student enrollment.*

# CALIFORNIA ENGLISH DEVELOPMENT TEST (CELDT)
## Student Proficiency Levels by Grade Level
### 2013-2014

| | 9 | | 10 | | 11 | | 12 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % |
| Advanced | 18 | 23% | 11 | 17% | 14 | 29% | 11 | 30% | 54 | 24% |
| Early Advanced | 26 | 33% | 17 | 26% | 18 | 37% | 13 | 35% | 74 | 32% |
| Intermediate | 20 | 26% | 17 | 26% | 9 | 18% | 6 | 16% | 52 | 23% |
| Early Intermediate | 11 | 14% | 12 | 18% | 4 | 8% | 4 | 11% | 31 | 14% |
| Beginning | 3 | 4% | 8 | 12% | 4 | 8% | 3 | 8% | 18 | 8% |
| Total | 78 | 100% | 65 | 100% | 49 | 100% | 37 | 100% | 229 | 100% |

### 2014-2015

| | 9 | | 10 | | 11 | | 12 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % |
| Advanced | 9 | 18% | 11 | 17% | 14 | 24% | 18 | 44% | 52 | 25% |
| Early Advanced | 22 | 45% | 25 | 40% | 19 | 33% | 12 | 29% | 78 | 37% |
| Intermediate | 12 | 24% | 20 | 32% | 15 | 26% | 9 | 22% | 56 | 27% |
| Early Intermediate | 4 | 8% | 4 | 6% | 7 | 12% | 1 | 2% | 16 | 8% |
| Beginning | 2 | 4% | 3 | 5% | 3 | 5% | 1 | 2% | 9 | 4% |
| Total | 49 | 100% | 63 | 100% | 58 | 100% | 41 | 100% | 211 | 100% |

### 2015-2016

| | 9 | | 10 | | 11 | | 12 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % |
| Advanced | 6 | 17% | 3 | 7% | 9 | 16% | 7 | 16% | 25 | 14% |
| Early Advanced | 18 | 51% | 20 | 47% | 24 | 42% | 17 | 39% | 79 | 44% |
| Intermediate | 9 | 26% | 15 | 35% | 18 | 32% | 11 | 25% | 53 | 30% |
| Early Intermediate | 2 | 6% | 1 | 2% | 4 | 7% | 7 | 16% | 14 | 8% |
| Beginning | 0 | 0% | 4 | 9% | 2 | 4% | 2 | 5% | 8 | 4% |
| Total | 35 | 100% | 43 | 100% | 57 | 100% | 44 | 100% | 179 | 100% |

*Summary: The number of EL students enrolled at LHS in grades 9 and 10 has decreased across three years. There has been a trend of students testing RFEP at LHS.*

## Percentage of Students Designated English Language Learners

| Ethnicity | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| American Indian/Alaskan Native | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Asian | 9 | 4.1% | 6 | 2.9% | 6 | 3.2% |
| Pacific Islander | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Filipino | 4 | 1.8% | 2 | 1.0% | 4 | 2.1% |
| Black/African American | 2 | 0.9% | 1 | 0.5% | 1 | 0.5% |
| White | 6 | 2.7% | 1 | 0.5% | 2 | 1.1% |
| Hispanic or Latino | 198 | 89.2% | 190 | 93.1% | 172 | 92.0% |
| Multiple/No Response | 3 | 1.4% | 4 | 2.0% | 2 | 1.1% |
| Total English Learners (EL) | 222 | 44.6% | 204 | 39.5% | 187 | 37.1% |
| American Indian/Alaskan Native | 2 | 0.8% | 2 | 0.7% | 1 | 0.3% |
| Asian | 12 | 4.7% | 17 | 5.8% | 17 | 5.8% |
| Pacific Islander | 1 | 0.4% | 4 | 1.4% | 4 | 1.4% |
| Filipino | 5 | 1.9% | 4 | 1.4% | 5 | 1.7% |
| Black/African American | 3 | 1.2% | 4 | 1.4% | 3 | 1.0% |
| White | 7 | 2.7% | 7 | 2.4% | 9 | 3.1% |
| Hispanic or Latino | 225 | 87.5% | 250 | 85.6% | 248 | 84.9% |
| Multiple/No Response | 2 | 0.8% | 4 | 1.4% | 5 | 1.7% |
| Total Fluent English Proficient (FEP) | 257 | 51.6% | 292 | 56.5% | 292 | 57.9% |
| Asian | n/a | n/a | 1 | 4.8% | 3 | 12.0% |
| Pacific Islander | n/a | n/a | 1 | 4.8% | 1 | 4.0% |
| Filipino | n/a | n/a | 2 | 9.5% | 3 | 12.0% |
| Hispanic or Latino | 19 | 100.0% | 17 | 81.0% | 17 | 68.0% |
| White | n/a | n/a | n/a | n/a | 1 | 4.0% |
| Total Re-designated FEP | 19 | 3.8% | 21 | 4.1% | 25 | 5.0% |
| American Indian/Alaskan Native | 2 | 0.4% | 2 | 0.4% | 1 | 0.2% |
| Asian | 21 | 4.2% | 24 | 4.6% | 26 | 5.2% |
| Pacific Islander | 1 | 0.2% | 5 | 1.0% | 5 | 1.0% |
| Filipino | 9 | 1.8% | 8 | 1.5% | 12 | 2.4% |
| Black/African American | 5 | 1.0% | 5 | 1.0% | 4 | 0.8% |
| White | 13 | 2.6% | 8 | 1.5% | 12 | 2.4% |
| Hispanic or Latino | 442 | 88.8% | 457 | 88.4% | 437 | 86.7% |
| Multiple/No Response | 5 | 1.0% | 8 | 1.5% | 7 | 1.4% |
| Total Students whose Primary Language is Other than English | 498 | 21.6% | 517 | 21.0% | 504 | 20.7% |

## Students Designated English Language Learners and Enrolled in Special Education Programs

| | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| English Learners (EL) | 77 | 15.5% | 73 | 14.1% | 68 | 13.5% |
| Fluent English Proficient (FEP) | --- | --- | 2 | 0.4% | 2 | 0.4% |
| Re-designated FEP | 15 | 3.0% | 21 | 4.1% | 21 | 4.2% |
| Total Students who Primary Language is other than English enrolled in Sped Programs | 92 | 18.5% | 96 | 18.6% | 91 | 18.3% |

*Summary:  On average English Language Learners have comprised roughly 20% of the total student population. Students designated both English Language Learners and Special Education re-designate at the Fluent English Proficient level at a lower rate than students who are designated only as English Language Learners.*

**Students determined prepared for college by the Early Assessment Program:**

| Year-Early Assessment Program | | | | |
|---|---|---|---|---|
| Early Assessment of readiness for college | EAP English | % | EAP Math | % |
| Students tested | 540 | | 541 | |
| Ready for college | 184 | 34% | 60 | 11% |
| Ready for college conditional | 196 | 36% | 130 | 24% |
| Did not demonstrate College readiness on this assessment | 160 | 30% | 351 | 65% |

*Summary: According to the EAP about 70% of our students are college ready or college ready conditional in the area of ELA and the majority of our students are not displaying college ready or college ready conditional in Math at 35%.*

## D and F Grades in Core Classes

### English Language Arts

| Course | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total Grades | # D/F | % D/F | Total Grades | # D/F | % D/F | Total Grades | # D/F | % D/F |
| English 1 | 1401 | 445 | 31.8% | 1427 | 407 | 28.5% | 1335 | 341 | 25.5% |
| English 2 | 1225 | 393 | 32.1% | 1334 | 515 | 38.6% | 1307 | 375 | 28.7% |
| English 3 | 935 | 187 | 20.0% | 961 | 227 | 23.6% | 984 | 215 | 21.8% |
| English 4 | 263 | 72 | 27.4% | 480 | 114 | 23.8% | 494 | 131 | 26.5% |
| ERWC | 249 | 21 | 8.4% | 306 | 15 | 4.9% | 264 | 39 | 14.8% |
| Total | 4,073 | 1,118 | 27.4% | 4,508 | 1,278 | 28.3% | 4,384 | 1,101 | 25.1% |

### Math

| Course | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total Grades | # D/F | % D/F | Total Grades | # D/F | % D/F | Total Grades | # D/F | % D/F |
| Int Algebra | 370 | 121 | 32.7% | 485 | 195 | 40.2% | 420 | 170 | 40.5% |
| Algebra I 10-12 | 210 | 95 | 45.2% | 188 | 75 | 39.9% | 118 | 48 | 40.7% |
| Algebra 1 | 397 | 169 | 42.6% | 271 | 94 | 34.7% | 722 | 220 | 30.5% |
| Algebra 2 | 1126 | 314 | 27.9% | 1078 | 331 | 30.7% | 1127 | 367 | 32.6% |
| Geometry | 1245 | 315 | 25.3% | 1059 | 235 | 22.2% | 862 | 230 | 26.7% |
| Total | 3,348 | 1,014 | 30.3% | 3081 | 930 | 30.2% | 3,249 | 1,035 | 31.9% |

### Science

| Course | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total Grades | # D/F | % D/F | Total Grades | # D/F | % D/F | Total Grades | # D/F | % D/F |
| Biology | 1245 | 341 | 27.4% | 1260 | 316 | 25.1% | 1145 | 294 | 25.7% |
| Earth Science | 786 | 343 | 43.6% | 800 | 377 | 47.1% | 814 | 222 | 27.3% |
| Total | 2,031 | 684 | 33.7% | 2060 | 693 | 33.6% | 1,959 | 516 | 26.3% |

### Social Science

| Course | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total Grades | # D/F | % D/F | Total Grades | # D/F | % D/F | Total Grades | # D/F | % D/F |
| World History | 1155 | 320 | 27.7% | 1164 | 329 | 28.3% | 1108 | 271 | 24.5% |
| U.S. History | 1111 | 243 | 21.9% | 1099 | 330 | 30.0% | 1206 | 318 | 26.4% |
| Total | 2266 | 563 | 24.8% | 2263 | 659 | 29.1% | 2,314 | 589 | 25.5% |

*Summary: The English courses with highest number and percentage of D/F grades are English 1 and 2 and the highest number and percentage of D/F grades are in math courses.*

## Total D and F grades in all core classes

| Core Classes | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total Grades | # D/F | % D/F | Total Grades | # D/F | % D/F | Total Grades | # D/F | % D/F |
| Total Grades | 11,718 | 3,379 | 28.8% | 11,912 | 3,560 | 29.9% | 11,906 | 3,241 | 27.2% |

| Ethnicity | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total Grades | # D/F | % D/F | Total Grades | # D/F | % D/F | Total Grades | # D/F | % D/F |
| American Indian | 145 | 46 | 31.7% | 146 | 52 | 35.6% | 154 | 55 | 35.7% |
| Asian | 265 | 53 | 20.0% | 304 | 43 | 14.1% | 322 | 65 | 20.2% |
| Black/African Am | 832 | 297 | 35.7% | 890 | 360 | 40.4% | 841 | 319 | 37.9% |
| Filipino | 314 | 50 | 15.9% | 274 | 55 | 20.1% | 328 | 56 | 17.1% |
| Pacific Islander | 83 | 24 | 28.9% | 120 | 34 | 28.3% | 100 | 38 | 38.0% |
| Hispanic | 4570 | 1653 | 36.2% | 4712 | 1729 | 36.7% | 4693 | 1590 | 33.9% |
| White | 5499 | 1247 | 22.7% | 5450 | 1283 | 23.5% | 5443 | 1113 | 20.4% |
| Multiple/NR | 10 | 9 | 90.0% | 16 | 4 | 25.0% | 25 | 5 | 20.0% |
| Total | 11718 | 3379 | 28.8% | 11912 | 3560 | 29.9% | 11906 | 3241 | 27.2% |
| Students w/Disability | 1522 | 711 | 46.7% | 1561 | 726 | 46.5% | 1490 | 561 | 37.7% |
| Students w/No Disability | 10196 | 2668 | 26.2% | 10351 | 2834 | 27.4% | 10416 | 2680 | 25.7% |
| Students SED | 4606 | 1539 | 33.4% | 4462 | 1793 | 40.2% | 4375 | 1678 | 38.4% |
| Students not SED | 7112 | 1840 | 25.9% | 7450 | 1767 | 23.7% | 7531 | 1563 | 20.8% |

*Summary: A significant number of students in our student population are receiving below average grades of D/F. Across three years the African American subgroup has been inconsistent with the highest percentage at 40% and a low of 35% in 2013-2014, The Hispanic subgroup has seen a decrease in D/F grade from 36% to 33% in 2015-2016, and the White subgroup has also seen a slight decrease from 22% in 2013-2014 to 20% in 2015-2016. The two subgroups with the highest percentage of D/F grades are the Students with Disabilities with a 9% decrease from 46% to 37% in 2015-2016. The Socially Economically Disadvantaged subgroups has been inconsistent across three years at 38% in 2015-2016.*

## Summer School Course Remediation Grade Review

| Course | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total Grades | # DF | % DF | Total Grades | #D F | % DF | Total Grades | # DF | % DF |
| P-Algebra 1 | 55 | 4 | 7.3% | 46 | 23 | 50.0% | 61 | 24 | 39.3% |
| P-Biology | 31 | 0 | 0.0% | 22 | 1 | 4.5% | 32 | 4 | 12.5% |
| P-Earth Science | 17 | 1 | 5.9% | 31 | 6 | 19.4% | 25 | 2 | 8.0% |
| P-Eng 1 | 98 | 11 | 11.2% | 129 | 5 | 3.9% | 106 | 7 | 6.6% |
| P-Eng 2 | 70 | 2 | 2.9% | 105 | 13 | 12.4% | 69 | 8 | 11.6% |
| P-Eng 3 | 18 | 0 | 0.0% | 27 | 0 | 0.0% | 28 | 0 | 0.0% |
| P-Geometry | 45 | 16 | 35.6% | 25 | 6 | 24.0% | 27 | 1 | 3.7% |
| P-U.S. Hist | 28 | 8 | 28.6% | 44 | 10 | 22.7% | 35 | 12 | 34.3% |
| P-World Hist | 49 | 7 | 14.3% | 46 | 16 | 34.8% | 47 | 6 | 12.8% |
| Total | 411 | 49 | 11.9% | 475 | 80 | 16.8% | 430 | 64 | 14.9% |

*Summary: Students in the LUHSD are allowed to attend the Summer School program to remediate grades towards graduation or potentially for UC/CSU a-g eligibility. The program is designed specifically for remediation towards graduation. The number of students receiving a D/F grade in Summer School are significant and inconsistent across three years ranging from 11.9% in 2014 to 14.9 in 2016. The areas of most inconsistency are English 1, Algebra 1 with a high of 50% in 2015, Geometry with a high of 35.6% in 2014, US History with a high of 34.3% in 2016, and World History with a high of 34.8% in 2015.*

# F Grades in Core Classes

## English Language Arts

| Course | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total Grades | # F | % F | Total Grades | # F | % F | Total Grades | # F | % F |
| English 1 | 1401 | 248 | 17.7% | 1427 | 193 | 13.5% | 1335 | 177 | 13.3% |
| English 2 | 1225 | 190 | 15.5% | 1334 | 294 | 22.0% | 1307 | 153 | 11.7% |
| English 3 | 935 | 65 | 7.0% | 961 | 84 | 8.7% | 984 | 98 | 10.0% |
| English 4 | 263 | 11 | 4.2% | 480 | 16 | 3.3% | 494 | 25 | 5.1% |
| ERWC | 249 | 3 | 1.2% | 306 | 5 | 1.6% | 264 | 6 | 2.3% |
| Total | 4073 | 517 | 12.7% | 4,508 | 592 | 13.1% | 4384 | 459 | 10.5% |

## Math

| Course | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total Grades | # F | % F | Total Grades | # F | % F | Total Grades | # F | % F |
| Int Algebra | 370 | 73 | 19.7% | 485 | 103 | 21.2% | 420 | 96 | 22.9% |
| Algebra I 10-12 | 210 | 44 | 21.0% | 188 | 41 | 21.8% | 118 | 17 | 14.4% |
| Algebra 1 | 397 | 110 | 27.7% | 271 | 23 | 8.5% | 722 | 93 | 12.9% |
| Algebra 2 | 1126 | 101 | 9.0% | 1078 | 135 | 12.5% | 1127 | 172 | 15.3% |
| Geometry | 1245 | 120 | 9.6% | 1059 | 88 | 8.3% | 862 | 78 | 9.0% |
| Total | 3348 | 448 | 13.38% | 3081 | 390 | 12.66% | 3249 | 456 | 14.04% |

## Science

| Course | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total Grades | # F | % F | Total Grades | # F | % F | Total Grades | # F | % F |
| Biology | 1245 | 133 | 10.7% | 1260 | 130 | 10.3% | 1145 | 133 | 11.6% |
| Earth Science | 786 | 175 | 22.3% | 800 | 179 | 22.4% | 814 | 115 | 14.1% |
| Total | 2031 | 308 | 15.2% | 2060 | 309 | 15.0% | 1959 | 248 | 12.7% |

## Social Science

| Course | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total Grades | # F | % F | Total Grades | # F | % F | Total Grades | # F | % F |
| World History | 1155 | 156 | 13.5% | 1164 | 159 | 13.7% | 1108 | 122 | 11.0% |
| U.S. History | 1111 | 86 | 7.7% | 1099 | 159 | 14.5% | 1206 | 124 | 10.3% |
| Total | 2266 | 242 | 10.7% | 2263 | 318 | 14.1% | 2314 | 246 | 10.6% |

## Total F Semester Grades in Core Classes

|  | Semester 1 (Fall 2013) | Semester 2 (Spring 2014) | Semester 1 (Fall 2014) | Semester 2 (Spring 2015) | Semester 1 (Fall 2015) | Semester 2 (Spring 2016) |
|---|---|---|---|---|---|---|
| Number of F's | 801 | 714 | 861 | 748 | 783 | 626 |
| % of F's out of all core subject grades | 13.5% | 12.4% | 14.2% | 12.7% | 12.9% | 10.8% |

*Summary: Courses with the highest number and percentage of F grades in the English, Science, and Social Science Departments, include English 1, English 2, and Earth Science, however Earth Science a significant improvement in the 2015-2016. The courses with the most F grades in the Math Department are in Intensified Algebra, Algebra I (10-12), and Algebra 1.*

## Engagement Indicators

Liberty High School has engagement of parent groups and other committees to support students and academics including the ELAC, LHS Parents Club, African American College Night and District College Night and the Local Scholarship Program.

## Comparison of Graduation Rates and 1-year Dropout Rates

|  | 2012-2013 | | | | 2013-2014 | | | | 2014-2015 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Cohort Students | Cohort Graduates | Cohort Grad Rate | Cohort Drop Rate | Cohort Students | Cohort Graduates | Cohort Grad Rate | Cohort Drop Rate | Cohort Students | Cohort Graduates | Cohort Grad Rate | Cohort Drop Rate |
| LHS | 465 | 431 | 92.7 | 1.1 | 439 | 414 | 94.3 | 0.7 | 532 | 513 | 96.4 | 0.6 |
| Hispanic | 130 | 118 | 90.8 | 2.3 | 147 | 140 | 95.2 | 0.7 | 191 | 184 | 96.3 | 1 |
| Am Indian | * | * | 66.7 | 0 | * | * | 100 | 0 | * | * | 66.7 | 0 |
| Asian | * | * | 100 | 0 | 13 | 11 | 84.6 | 0 | 12 | 11 | 91.7 | 0 |
| Pac Islander | * | * | * | 0 | * | * | 66.7 | 33.3 | * | * | 100 | 0 |
| Filipino | 11 | * | 81.8 | 0 | 17 | 16 | 94.1 | 0 | * | * | 88.9 | 0 |
| African Am | 30 | 22 | 73.3 | 3.3 | 23 | 22 | 95.7 | 0 | 29 | 27 | 93.1 | 0 |
| White | 271 | 261 | 96.3 | 0.4 | 221 | 208 | 94.1 | 0.5 | 258 | 252 | 97.7 | 0 |
| Multiple | * | * | 100 | 0 | 13 | 13 | 100 | 0 | 25 | 24 | 96 | 4 |
| District | 1,811 | 1,573 | 86.9 | 4.5 | 1,827 | 1,622 | 88.8 | 4.0 | 1,899 | 1,718 | 90.5 | 3.4 |
| State | 495,316 | 398,442 | 80.4 | 11.4 | 492,971 | 399,041 | 81.0 | 11.5 | 488,612 | 401,957 | 82.3 | 10.7 |

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

*Summary: Liberty has above average district and state graduation rates.*

# ATTENDANCE

## Average Daily Rate of Attendance

|  | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|
| ADA | 95.28% | 95.21% | 94.73% |

Summary: The average daily rate of attendance has been consistent across three years.

## Truancy Rate

|  | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|
| Truancy Rate | 46.2% | 45.2% | 44.4% |

A truant is defined in EC Section 48260 as a pupil who is absent from school without a valid excuse three full days in one school year or is tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof.  A valid excuse is defined in EC Section 48205.

| Truancy by Grade Level | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|---|---|---|---|---|---|---|
|  | Number | Percent | Number | Percent | Number | Percent |
| Grade 9 | 284 | 40.7% | 242 | 35.6% | 210 | 31.3% |
| Grade 10 | 275 | 41.0% | 310 | 44.9% | 269 | 41.1% |
| Grade 11 | 278 | 46.0% | 274 | 42.2% | 338 | 51.5% |
| Grade 12 | 291 | 61.9% | 348 | 60.0% | 328 | 54.9% |
| Truancy All Grades | 1128 | 46.2% | 1174 | 45.2% | 1145 | 44.4% |
| **Truancy by Subgroup** | **2013-2014** | | **2014-2015** | | **2015-2016** | |
|  | Number | Percent | Number | Percent | Number | Percent |
| Students with no Disability | 915 | 43.7% | 944 | 42.4% | 944 | 42.2% |
| Students with Disability | 213 | 61.6% | 230 | 62.3% | 201 | 58.6% |
| Students Economically Disadvantaged | 549 | 59.7% | 577 | 58.9% | 537 | 57.9% |
| Students Not Economically Disadvantaged | 579 | 38.0% | 597 | 36.9% | 608 | 36.8% |
| **Truancy by Ethnicity** | **2013-2014** | | **2014-2015** | | **2015-2016** | |
|  | Number | Percent | Number | Percent | Number | Percent |
| American Indian/Alaskan Native | 7 | 58.3% | 7 | 58.3% | 9 | 75.0% |
| Asian | 14 | 36.8% | 9 | 23.7% | 14 | 33.3% |
| Pacific Islander | 5 | 50.0% | 3 | 23.1% | 3 | 27.3% |
| Filipino | 15 | 29.4% | 11 | 26.2% | 14 | 28.6% |
| Black/African American | 90 | 62.1% | 107 | 64.8% | 111 | 68.9% |
| White | 436 | 39.1% | 440 | 38.1% | 424 | 37.2% |
| Hispanic or Latino | 505 | 54.8% | 533 | 54.4% | 498 | 52.0% |
| Multiple/No Response | 56 | 37.8% | 64 | 33.7% | 72 | 35.1% |
| Total Truant Students | 1128 | 46.2% | 1174 | 45.2% | 1145 | 44.4% |

*Summary: LHS has a significant truancy issue with the total truancy rate at about 45% across three years.  The Students with disabilities and Socioeconomically Disadvantaged students have truancy rates of about 60% across three years.*

# Tardy Rate

| *Tardy by Grade Level | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Grade 9 | 389 | 55.8% | 318 | 47.1% | 326 | 48.7% |
| Grade 10 | 382 | 57.0% | 358 | 51.9% | 356 | 54.4% |
| Grade 11 | 386 | 63.8% | 341 | 52.5% | 397 | 60.5% |
| Grade 12 | 320 | 68.1% | 341 | 58.8% | 333 | 55.8% |
| Tardy All Grades | 1477 | 60.5% | 1358 | 52.3% | 1412 | 54.8% |
| *Tardy by Subgroup | 2013-2014 | | 2014-2015 | | 2015-2016 | |
| | Number | Percent | Number | Percent | Number | Percent |
| Students with no Disability | 1235 | 58.9% | 1114 | 50.0% | 1187 | 53.1% |
| Students with Disability | 242 | 69.9% | 244 | 66.1% | 225 | 65.6% |
| Students Economically Disadvantaged | 671 | 72.9% | 640 | 65.4% | 523 | 67.2% |
| Students Not Economically Disadvantaged | 806 | 53.0% | 718 | 44.4% | 789 | 47.8% |
| *Tardy by Ethnicity | 2013-2014 | | 2014-2015 | | 2015-2016 | |
| | Number | Percent | Number | Percent | Number | Percent |
| American Indian/Alaskan Native | 9 | 75.0% | 9 | 75.0% | 11 | 91.7% |
| Asian | 23 | 60.5% | 18 | 47.4% | 20 | 47.6% |
| Pacific Islander | 7 | 70.0% | 7 | 53.8% | 6 | 54.5% |
| Filipino | 24 | 47.1% | 13 | 31.0% | 19 | 38.8% |
| Black/African American | 123 | 84.8% | 135 | 81.8% | 126 | 78.3% |
| White | 601 | 53.9% | 496 | 42.9% | 506 | 44.3% |
| Hispanic or Latino | 608 | 65.9% | 595 | 60.8% | 605 | 63.2% |
| Multiple/No Response | 82 | 55.4% | 85 | 44.7% | 119 | 58.0% |
| Total Tardy Students | 1477 | 60.5% | 1358 | 52.3% | 1412 | 54.8% |

*Students with 3 or more tardies

*Summary: There has been a school-wide decrease in tardies across three years although the tardy rates remain in the 50th percentile.  There is a tardy problem at LHS.*

## DISCIPLINE: SUSPENSION AND EXPULSION RATES

### Students Who Were Suspended and Expelled

| Year | Enrollment | Students Suspended | Suspension Rate | Students Expelled | Expulsion Rate |
|---|---|---|---|---|---|
| 2013-2014 | 2,302 | 158 | 6.3 | 7 | 0.3 |
| 2014-2015 | 2,462 | 188 | 7.2 | 2 | 0.1 |
| 2015-2016 | 2,438 | 137 | 5.3 | 2 | 0.1 |

*Datasource: Dataquest*

### Number of Suspension Incidents by Student Subgroups

Numbers are for each incident. Some students may have been suspended twice for the same or different issue. Not all incidents are listed, such as obscenity, theft, property damage, etc.

#### 2013-2014

| | Fighting (500,501,502,503,504) | Drug/Alcohol (200,201,202,203,204) | Threats (506,507,509,513) | Weapons (101,102,103,104) | Disruption (511) |
|---|---|---|---|---|---|
| African American | 36 | 7 | | | 37 |
| American Indian | | | | | |
| Asian | 1 | 1 | | | 2 |
| Filipino | | | | | |
| Hispanic | 41 | 39 | 6 | 9 | 89 |
| Pacific Islander | | | | | |
| White | 38 | 30 | 1 | 4 | 82 |
| Multiple | 5 | 2 | 1 | 2 | 15 |
| Totals | 121 | 79 | 8 | 15 | 225 |
| Female | 49 | 40 | 1 | 3 | 86 |
| Male | 72 | 39 | 7 | 12 | 139 |
| Grade 9 | 63 | 25 | 3 | 6 | 99 |
| Grade 10 | 35 | 32 | 2 | 2 | 71 |
| Grade 11 | 19 | 14 | 2 | 4 | 38 |
| Grade 12 | 4 | 8 | 1 | 3 | 17 |

*Total number of Incidents: 478*      *Datasource: CalPads7.2*

#### 2014-2015

| | Fighting (500,501,502,503,504) | Drug/Alcohol (200,201,202,203,204) | Threats (506,507,509,513) | Weapons (101,102,103,104) | Disruption (511) |
|---|---|---|---|---|---|
| African American | 35 | 10 | 3 | 1 | 37 |
| American Indian | | 3 | | | 3 |
| Asian | | | | | |
| Filipino | | | | | |
| Hispanic | 42 | 37 | 3 | 6 | 60 |
| Pacific Islander | 1 | 1 | | | 2 |
| White | 33 | 45 | 7 | 6 | 81 |
| Multiple | 4 | 7 | | | 12 |
| Totals | 115 | 103 | 13 | 13 | 195 |
| Female | 46 | 37 | 4 | 3 | 63 |
| Male | 69 | 66 | 9 | 10 | 132 |
| Grade 9 | 53 | 50 | 6 | 3 | 80 |
| Grade 10 | 36 | 24 | 4 | 6 | 55 |
| Grade 11 | 18 | 16 | 1 | 2 | 34 |
| Grade 12 | 8 | 13 | 2 | 2 | 26 |

*Total number of Incidents: 464:*      *Datasource: CalPads7.2*

## 2015-2016

| | Fighting (500,501,502,503,504) | Drug/Alcohol (200,201,202,203,204) | Threats (506,507,509,513) | Weapons (101,102,103,104) | Disruption (511) |
|---|---|---|---|---|---|
| African American | 24 | 14 | 3 | 2 | 33 |
| American Indian | | 1 | | | 1 |
| Asian | | 1 | | | 1 |
| Filipino | | | | | |
| Hispanic | 22 | 31 | 1 | 6 | 50 |
| Pacific Islander | 1 | 1 | | | 2 |
| White | 15 | 40 | 4 | 13 | 53 |
| Multiple | 4 | 4 | 1 | | 8 |
| Totals | 66 | 92 | 9 | 21 | 148 |
| Female | 30 | 35 | 2 | 1 | 49 |
| Male | 36 | 57 | 7 | 20 | 99 |
| Grade 9 | 20 | 31 | 2 | 3 | 44 |
| Grade 10 | 24 | 26 | 4 | 9 | 49 |
| Grade 11 | 12 | 20 | 2 | 5 | 30 |
| Grade 12 | 10 | 15 | 1 | 4 | 25 |

*Total number of Incidents: 350:*  *Datasource: CalPads7.2*

*Summary: The number of suspensions at LHS has declined across three years and the number of suspensions among Hispanic students, one of our largest subgroups has decreased.*

## Form A: Planned Improvements in Student Performance

**LEA GOAL:** The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program.

**SCHOOL GOAL 1:** Decrease the number of unduplicated students with D/F grades in all courses and specifically in UC/CSU a-g requirements.

| What data did you use to form this goal? | What were the findings from the analysis of this data? | How will the school evaluate the progress of this goal? |
|---|---|---|
| D and F data by semester and subgroup<br>F data by semester and subgroup | -Data shows that our D and F rate in core classes is at 27.2%.<br>-The F rate in our core classes is at a 10.8%.<br>-The highest number of D and F grades are in the in Math courses; the courses with the most Fs within the Math Department are Intensified Algebra (40.5%) and Algebra 1 for 10-12 (40.7%) and Algebra 1 (30.5%).<br>-Courses with the highest number of Fs are in the English, Science and Social Science Departments include; English 1 (13.3%), English 2 (11.0%) and Earth Science (14.1%).<br>- The highest rate of Ds and Fs are being accounted for in our 9th and 10th grade courses.<br>-The subgroup of students with disabilities is earning an average of 43.6% of D/F grades over the last 3 years.<br>-The subgroup of sociolly economically disadvantaged is earning an average of 37.3% of D/F grades over the last 3 years.<br>The Hispanic subgroup is earning an average of 35.6% D/F grades over the last 3 years.<br>The Black and African American subgroup is earning an average of 38% of D/F over the last 3 years. | Quarterly for progress report data<br>Semester data<br>Annual program monitoring and evaluation<br><br>**Where can a budget plan of the proposed expenditures for this goal be found?**<br>SPSA Budget Tool p.61-62 |

| Action/Date | Person(s) Responsible | Task/Date | Task/Date |
|---|---|---|---|
| 1. (Fall 2016) Hire full time teacher to teach 6 sections of Tutorial Support | Principal | Post and hire employee to teach six sections of Tutorial Support classes for the 2016-2017 school year. | $75,000 for teacher salary and benefits Title 1 |
| 2. (Fall 2016 and Spring 2017) Identify struggling students and identify, screen, and select the students | Assistant Principal and Targeted Assistance Counselor | Identify students from each grade level and analyze their schedule to identify the period the support class could be added. Adjust student schedules. | None |
| 3. (2016-2017) Research and purchase supplemental educational materials, software and incentives to help support academic readiness of our students. | Assistant Principal, Targeted Assistance Counselor, Tutorial Support teachers | Purchase supplemental and educational materials to increase the academic achievement of our students and be able to provide them with incentives. | $625 Title 1 |
| 4. (by June 2017) Using the cycle of grade reporting conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs | Assistant Principal, Targeted Assistance Counselor and Tutorial Support teacher | Monitor program implementation and analyze student data at the end of each grade marking period. | None |
| 5. (2016-2017) Create an incentive program to recognize student improvement in the area of attendance, citizenship, and academics. | Assistant Principal Targeted Assistance Counselor | Implement PRIDE incentive program and recognize students for their improvement. Purchase incentive prices and make students aware of the program. | $2,763 Title 1 |
|  |  |  |  |

| 6.(Spring 2017) Increase communication with parents regarding student progress | Assistant Principal Counselors Teachers | Communicate with parents how their student is performing academically and graduation standing. Hold parent meetings when student demonstrate a lack of progress or is receiving low grades. | None |
|---|---|---|---|
| 7.(Spring 2017) Conduct D/F grade review – analysis of class grades and grading practices. | Assistant Principals Data Technician Teachers | Conduct ongoing (quarterly) grade analysis with regards to how students are performing in classes. Teachers in their PLC group will identify strategies to re-teach concepts and allow time for remediation. | None |
| 8.(2016-2017) Schedule and hold parent workshops | Assistant Principal, Targeted Assistance Counselor, Parent Liaisons (EL and At-Risk) | Parent classes/workshops to help parents understand how to communicate with teachers to advocate for their students. Teach parents how to use Parent Portal to help monitor their student progress. Hold meetings with specific groups to ensure we are meeting the needs of our student population. Continue to hold AAPA (African-American Parent Association Meetings). Inform parents about the various processes to help students access and apply for college/university as well as other topics like Financial Aid and Scholarships. | $2,000 for supplies and speakers Supplemental |
| 9. (Spring 2017) Research and book a motivational speaker | Assistant Principal, Director of Student Activities | Research and book a motivational speaker to speak to our student body and staff. | $7,300 – Supplemental |

GOAL 1 - Evaluation of the implementation for the 2015-2016 school year.
- The students who were identified and added to the Tutorial Support improved their grades and received additional academic support.
- Modifications were made to the program this year and we are continually monitoring and evaluating the effectiveness of the program. The significant changes are:
  - The number of teachers teaching the classes, last year we had 6 teachers vs. this year we have 3 teachers.
  - The targeted assistant counselor has been more involved in the process and continually check-in with the students individually and also will go in to the classes and will talk to them as whole class.
  - The grade range will be expanded to allow upperclassmen the opportunity to receive support and allow them experience academic success earlier in their high school career.

**LEA GOAL:** The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and

instructional program.

**SCHOOL GOAL 2:** Increase student achievement and assessments among unduplicated students specifically in the areas of academic literacy.

| What data did you use to form this goal? | What were the findings from the analysis of this data? | How will the school evaluate the progress of this goal? |
|---|---|---|
| D and F data by semester and subgroup<br>F data by semester and subgroup<br>UC/CSU "a-g" course completion<br>SAT test results<br>Attendance data<br>SBAC data (baseline) | -On average (data from the past 3 years) the percentage of students meeting all the requirements for UC/CSU (a-g courses) admission is 47.8%.<br>-Last year's graduating class (2016) has achieved the highest percentage UC/CSU course completion at 50.6%.<br>-The subgroups who continue to achieve UC/CSU course completion at a lower rate are our Hispanic (43.7%) and African-American (34.4%) populations.<br>-LHS students have traditionally (data from the last 3 years) performed below the state and national average with regards to the SATs. In 2016, the average total score was 1462, while the average for the state was 1476 and the total national average was 1484.<br>- There is a significant achievement gap in the passing rate in ELA  section of CAASPP, when comparing White students to other subgroups.<br>-In 2015-16 the percentage of White students who met or exceeded standard was 77% in ELA. Meanwhile, the Latino students who met or exceeded standard was 62% in ELA. African American students met or exceeded standards was 55% in ELA.<br>-There is a greater achievement gap when looking at our Students with Disabilities and Socially Economically Disadvantaged (SED) students.<br>-85% of students with disabilities do not meet or exceed the standard according to CAASPP results in ELA. | Quarterly for progress report data<br>Semester data<br>Attendance reports<br>SBAC data<br>Annual program monitoring and evaluation<br><br>**Where can a budget plan of the proposed expenditures for this goal be found?**<br>SPSA Budget Tool p.61-62 |

| | | 50% of students who are socially economically disadvantaged (SED) do not meet or exceed the standard according to CAASPP results in ELA.<br>- 99% of students with disabilities do not meet or exceed the standard according to CASSPP results in Math. | |

**STRATEGY:** During the 2016-2017, Liberty will implement a school-wide system of intervention to assist our unduplicated students.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|---|---|---|
| 1.(2016-2017) Committee will continue to research and monitor our school wide system of intervention | Principal, Assistant Principal, and Committee Members | Implement a school-wide system of intervention and monitor the effectiveness of the system.<br>Committee will continue to research and visit schools with school-wide programs of interventions and will adopt practices based on data to help support our unduplicated students. | $1,000 for Professional Development and research materials<br>Title 1<br><br>$2,500 for Professional Development - Supplemental |
| 2.(2016-2017) Continue to partner up with a credit recovery program | Principal, Assistant Principal | Research and partner up with an agency to create a credit recovery program (APEX). | $3,600<br>Title 1<br><br>$3,750 – Supplemental |
| 3. (Fall 2016 and Spring 2017) Identify, screen, and select the students | Assistant Principal, Targeted Assistance Counselor Counselors | Identify the students that would benefit from the credit recovery program and schedule them into the session. | None |
| **Action/Date** | **Person(s) Responsible** | **Task/Date** | **Cost and Funding Source (Itemize for Each Source)** |

| | | | |
|---|---|---|---|
| 4. (Fall 2016)<br>Identify highly qualified teachers to assist students with credit recovery program | Principal | Identify highly qualified teachers to assist students and provide support with the course work. | $2,000 to cover the cost of a teacher hourly wage of $30.<br>Title 1 |
| 5. (Fall 2016)<br>Purchase computers to help reading intervention programs as well to help with career exploration and college readiness | Principal, Assistant Principal | Order laptops and 2 laptop carts to help support our Reading programs as well as to help with career and college/university exploration. | $45,000 to cover the cost of the laptops and carts.<br>Title 1 |
| 6. (2016-2017)<br>Research and purchase supplemental educational materials and software to help support the academic readiness of our students and allow us to incorporate writing and reading across the curriculum | Principal, Assistant Principal<br>Teachers<br>Parents | Purchase computer software and supplemental educational materials to help increase the academic achievement of our students and helping them become UC/CSU eligible. (Read 180, UC Readiness program…) | $1375 for supplemental materials<br>Title 1<br><br>$4,000 – Supplemental |
| 7. (Fall 2016)<br>Research and partner up with a Test Preparation agency to help with SAT/ACT preparation | Principal, Assistant Principal | Research and partner up with a Test Preparation agency to help a group of students prepare for the SAT/ACT tests. | $8,000 to cover the cost of sessions<br>Title 1<br><br>$16,000 – Supplemental |
| 8. (Fall 2016 and Spring 2017)<br>Identify, screen, and select the students | Assistant Principal, Targeted Assistance Counselor | Identify the students that will benefit and will be able to participate and complete the test preparation sessions. | None |
| 9. (2016-2017)<br>Provide field trip opportunities for our unduplicated students | Assistant Principal, Targeted Assistance Counselors, Teachers | Provide field trip opportunities for EL, SED, FY students. | $4,000 – Supplemental |

| 10.(2016-2017)<br>Research and develop a school-wide writing rubric | Principal, Assistant Principal Teachers | Develop a school-wide writing rubric to measure writing samples across all subject areas. | $500<br>Title 1<br><br>$1,400<br>Supplemental |
| --- | --- | --- | --- |
| 11. (2016-2017)<br>Staff development to help support academic literacy | Principal, Assistant Principal Teachers | Provide professional development opportunies for teachers learn about teaching strategies and best practices for helping students develop the academic literacy skills to allow them to be successful across the disciplines. | $1,000<br>Title 1<br><br>$2,500<br>Supplemental |

GOAL 2 - Evaluation of the implementation for the 2015-2016 school year.

- The two integral ideas of the schoolwide intervention program include FIT (skills) and WIT (will). FIT (Flexible Intervention Time) is done the last 20 minutes of every class on Thursdays, this ensures that the classroom teacher can provide the students with extra support regarding the specific concepts/skills students are struggling with and WIT (Wednesday Intervention Time) is implemented on late start Wednesdays. All teachers can refer up to two students to WIT and grant them the opportunity to make up missing assignments for credit. The program is under constant evaluation and adjustments will be made when and where deemed necessary. Surveys will be used throughout the process to gather data and feedback from both the teaching staff and students.
- More teachers are integrating FIT time into their classes and granting students the opportunity to remediate and receive additional support.
- SWSI (School wide System of Intervention) Committee will reconvene and continue to explore ways in which a systemic program can be embedded into the school day to be able to provide support to our students.
- The SAT prep courses proved to help those specific students improve their individual scores, which is why we are continuing to allocate funding towards this strategy. We will be running several SAT prep courses again this year.
- The on-line credit recovery program has had minimal success although thus far we have had 13 students complete 16 courses for credit. The impact for these 13 students was significant since it allowed them to meet a graduation requirement or remediate a grade to fulfill an "a-g" requirement.
- APEX was continued for this school year and modifications were made:
  - Selected students will have to attend an information meeting and will sign commitment contracts.
  - Parents will attend an information meeting to understand the purpose and goal of the program.
  - Students will be required to complete the work on-site and must attend 4 out of the 5 week days for at least an hour.
  - We will focus our recruitment efforts to select upperclassmen vs. lowerclassmen. Students will be allowed to remediate to meet graduation requirements or "a-g" eligibility requirements.
  - Teachers and counselors will play more of integral role in checking in with students who are not demonstrating progress.

**LEA GOAL:** The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program.

| **SCHOOL GOAL 3:** Increase student achievement and assessments among unduplicated students specifically in the areas of math skills. |
|---|

| What data did you use to form this goal? | What were the findings from the analysis of this data? | How will the school evaluate the progress of this goal? |
|---|---|---|
| D and F data by semester and subgroup<br>F data by semester and subgroup<br>UC/CSU "a-g" course completion<br>SAT test results<br>Attendance data<br>SBAC data (baseline) | -On average (data from the past 3 years) the percentage of students meeting all the requirements for UC/CSU (a-g courses) admission is 47.8%.<br>-Last year's graduating class (2016) has achieved the highest percentage UC/CSU course completion at 50.6%.<br>-The subgroups who continue to achieve UC/CSU course completion at a lower rate are our Hispanic (43.7%) and African-American (34.4%) populations.<br>-LHS students have traditionally (data from the last 3 years) performed below the state and national average with regards to the SATs. In 2016, the average total score was 1462, while the average for the state was 1476 and the total national average was 1484.<br>- There is a significant achievement gap in the passing rate of the Math section of CAASPP, when comparing White students to other subgroups.<br>-In 2015-16 the percentage of White students who met or exceeded standard was 41% in Math. Meanwhile, the Latino students who met or exceeded standard was 24% in Math. African American students met or exceeded standards was 17% in Math.<br>-There is a greater achievement gap when looking at our Students with Disabilities and Socially Economically Disadvantaged (SED) students.<br>- 99% of students with disabilities do not meet or exceed the standard according to CASSPP results in Math.<br>- 76% of students who are socially economically disadvantaged (SED) do not meet or exceed the | Quarterly for progress report data<br>Semester data<br>Attendance reports<br>SBAC data<br>Annual program monitoring and evaluation<br><br>**Where can a budget plan of the proposed expenditures for this goal be found?**<br>SPSA Budget Tool p.61-62 |

| | | standard according to CAASPP results in Math. | |
|---|---|---|---|
| | | | |

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|---|---|---|
| 1.(2016-2017) Committee will continue to research and monitor our school wide system of intervention | Principal, Assistant Principal, and Committee Members | Implement a school-wide system of intervention and monitor the effectiveness of the system. Committee will continue to research and visit schools with school-wide programs of interventions and will adopt practices based on data to help support our unduplicated students. | Same as above, see page 54 |
| 2.(2016-2017) Continue to partner up with a credit recovery program | Principal, Assistant Principal | Research and partner up with an agency to create a credit recovery program (APEX). | Same as above, see page 54 |
| 3. (Fall 2016 and Spring 2017) Identify, screen, and select the students | Assistant Principal, Targeted Assistance Counselor Counselors | Identify the students that would benefit from the credit recovery program and schedule them into the session. | None |
| 4. (Fall 2016) Identify highly qualified teachers to assist students with credit recovery program | Principal | Identify highly qualified teachers to assist students and provide support with the course work. | Same as above, see page 54 |

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|---|---|---|
| 5. (Fall 2016) Purchase computers to help support our Math intervention programs as well to help with career exploration and college readiness | Principal, Assistant Principal | Order laptops and 2 laptop carts to help support our Math programs as well as to help with career and college/university exploration. | Same as above, see page 55 |
| 6. (2016-2017) Research and purchase supplemental educational materials and software to help support the academic readiness of our students | Principal, Assistant Principal Teachers | Purchase computer software and supplemental educational materials to help increase the academic achievement of our students and helping them become UC/CSU eligible. (Math 180, UC Readiness program…). | $1,000 for supplemental materials Title 1<br><br>$2,500 – Supplemental |
| 7. (Fall 2016) Research and partner up with a Test Preparation agency to help with SAT/ACT preparation | Principal, Assistant Principal | Research and partner up with a Test Preparation agency to help students prepare for the SAT/ACT tests. | Same as above, see page 55 |
| 8. (Fall 2016 and Spring 2017) Identify, screen, and select the students | Assistant Principal, Targeted Assistance Counselor | Identify the students that will benefit and will be able to participate and complete the test preparation sessions. | None |
| 9. (2016-2017) Provide field trip opportunities for unduplicated students | Assistant Principal, Targeted Assistance Counselors, Teachers | Provide field trip opportunities for EL, SED, FY students. | Same as above, see page 55 |
| 10. (2016-2017) Expand attendance recognition program | Assistant Principal | Review, revise and continue to implement the attendance recognition program to help celebrate positive attendance. | $3,000 Supplemental |

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|---|---|---|
| 11. (Spring 2017) Incorporate math into lessons within all subject areas | Teachers | Teachers will incorporate real world application of math and word problems into their curriculum to help reinforce math skills. | None |
| 12. Hold Math Parent Workshops to help inform parents about strategies | Assistant Principal, Math teachers | Hold parent classes/workshops to help parents understand how to assist their students with math and make them aware of free resources that are available to them online. | $1,000 for supplies and speakers Supplemental |
| 13. (2016-2017) Staff development to help support math skills | Principal, Assistant Principal Teachers | Provide professional development opportunies for teachers learn about teaching strategies and best practices for helping students develop the math skills to allow them to be successful. | $1,000 Title 1<br><br>$2,500 Supplemental |

**Form B: Centralized Services for Planned Improvements in Student Performance**

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1 Decrease the number of unduplicated students with D/F grades in all courses and specifically in UC/CSU a-g requirements.

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source (itemize for each source) |
|---|---|---|---|---|
| 1. Staffing – Tutorial Support Teacher | July 2016- June 2017 | Teacher salary and benefits | $75,000 | Title 1 |
| 2. Teaching and Learning | July 2016 – June 2017 | Supplemental materials for TS students and incentives | $625 | Title 1 |
| 3. Teaching and Learning | July 2016 – 2017 | Incentives for PRIDE intervention program | $2,763 | Title 1 |
| 4. Teaching and Learning | Spring 2017 | Motivational Speaker | $7,300 | *Supplemental* |
| 5. Teaching and Learning | August 2016 – May 2017 | Parent Workshops | $2,000 | *Supplemental* |
| | | | **TOTAL $78,388** | **Title 1** |
| | | | **$9,300** | ***Supplemental*** |

School Goal #: 2 & 3 Increase student achievement and assessments of unduplicated students specifically in the areas of academic literacy and math skills.

| | | | | |
|---|---|---|---|---|
| 1. Professional Development | July 2016- June 2017 | Implementation of school wide system of intervention (visits, materials, trainings, conferences) as well as teaching practices to reach our subgroups | $3,500 $8,900 | Title 1 *Supplemental* |
| 2. Teaching and Learning | August 2016 - May 2017 | Credit recovery program partnering up with agency | $3,600 $3,750 | Title 1 *Supplemental* |
| 3. Staffing – Teachers to assist with credit recovery program | August 2016 – May 2017 | Hourly pay for teachers and taxes | $2,000 | Title 1 |
| 4. Teaching and Learning | October 2016– May 2017 | SAT/ACT Prep coursework | $8,000 $16,000 | Title 1 *Supplemental* |
| 5. Teaching and Learning | Fall 2016 | Technology (laptop carts) | $45,000 | Title 1 |
| 6. Teaching and Learning | July 2016 – June 2017 | Supplemental instructional materials | $2,375 $6,500 | Title 1 *Supplemental* |
| 7.Teaching and Learning | August 2016 – May 2017 | Field trips | $4,000 | *Supplemental* |
| 8. Teaching and Learning | July 2016 – June 2017 | Attendance recognition program | $3,000 | *Supplemental* |
| 9. Taching and Learning | July 2016 – June 2017 | Parent Workshops | $1,000 | *Supplemental* |
| | | | **TOTAL $64,475 $43,150** | **Title 1** *Supplemental* |

**Form C: Programs Included in this Plan**

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp.

**Of the four following options, please select the one that describes this school site:**

*X* **This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).**

☐ **This site operates a SWP but does not consolidate its funds as part of operating a SWP.**

☐ **This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**

☐ **This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

| | State Programs | Allocation | Consolidated in the SWP |
|---|---|---|---|
| ☐ | **Local Control Funding Formula (LCFF) – Base Grant** Purpose: To provide flexibility in the use of state and local funds by LEAs and schools | $ | ☐ |
| ☐ | **LCFF – Supplemental Grant** Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students | $ | ☐ |
| ☐ | **LCFF – Concentration Grant** Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment | $ | ☐ |
| ☐ | **California School Age Families Education (Carryover only)** Purpose: Assist expectant and parenting students to succeed in school | $ | ☐ |

| | | | |
|---|---|---|---|
| ☐ | **Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)**<br>Purpose: Help educationally disadvantaged students succeed in the regular program | $ | ☐ |
| ☐ | **Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)**<br>Purpose: Develop fluency in English and academic proficiency of English learners | $ | ☐ |
| ☐ | **Peer Assistance and Review (Carryover only)**<br>Purpose: Assist teachers through coaching and mentoring | $ | ☐ |
| ☐ | **Professional Development Block Grant (Carryover only)**<br>Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas | $ | ☐ |
| ☐ | **Pupil Retention Block Grant (Carryover only)**<br>Purpose: Prevent students from dropping out of school | $ | ☐ |
| ☐ | **Quality Education Investment Act (QEIA)**<br>Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement | $ | ☐ |
| ☐ | **School and Library Improvement Program Block Grant (Carryover only)**<br>Purpose: Improve library and other school programs | $ | ☐ |
| ☐ | **School Safety and Violence Prevention Act (Carryover only)**<br>Purpose: Increase school safety | $ | ☐ |
| ☐ | **Tobacco-Use Prevention Education**<br>Purpose: Eliminate tobacco use among students | $ | ☐ |
| X | **List and Describe Other State or Local Funds** (e.g., Career and Technical Education [CTE], etc.)<br>**Perkins Money** | $38,992 | ☐ |
| | Total amount of state categorical funds allocated to this school | $ | |

| **Federal Programs** | | **Allocation** | **Consolidated in the SWP** |
|---|---|---|---|
| X | **Title I, Part A: Allocation**<br>Purpose: To improve basic programs operated by local educational agencies (LEAs) | $142,863 | ☐ |

| | | | |
|---|---|---|---|
| ☐ | **Title I, Part A: Parental Involvement** (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). | $ | ☐ |
| ☐ | **For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development** (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2) | $ | ☐ |
| X | **Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals | $ 4,000 | ☐ |
| X | **Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students** Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards | $ 44,178 | Title III funds may not be consolidated as part of a SWP[1] |
| ☐ | **Title VI, Part B: Rural Education Achievement Program** Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs | $ | ☐ |
| ☐ | **For School Improvement Schools only: School Improvement Grant (SIG)** Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement | $ | ☐ |
| ☐ | **Other federal funds** (list and describe) | $ | ☐ |
| ☐ | **Other federal funds** (list and describe) | $ | ☐ |
| ☐ | **Other federal funds** (list and describe) | $ | ☐ |
| Total amount of federal categorical funds allocated to this school | | $ | |

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[1] Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

| Total amount of state and federal categorical funds allocated to this school | $230,033 |
|---|---|

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|---|---|---|---|---|---|
| Patrick M. Walsh | X | | | | |
| Sandra Guardado, Assistant Principal | | | X | | |
| Shannon Abono | | X | | | |
| Sarah Ceja | | X | | | |
| Linda Ghilarducci | | X | | | |
| Karen Jewell | | X | | | |
| Shannon Leyen | | X | | | |
| Kathy Agudo | | | X | | |
| LeAnn Wood | | | X | | |
| Lydia Aguilar | | | | X | |
| Angela deFremery | | | | X | |
| Heather Partida | | | | X | |
| Beth Zeigler | | | | X | |
| Eryn Cleveland | | | | | X |
| Alizae Luy | | | | | X |
| Ethan Raygoza | | | | | X |
| Tori Woolett | | | | | X |
| Numbers of members in each category | 1 | 5 | 3 | 4 | 4 |

**Form E: Recommendations and Assurances**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

   ☐ State Compensatory Education Advisory Committee _____ Signature

   ☐ English Learner Advisory Committee _____ Signature

   ☐ Special Education Advisory Committee _____ Signature

   ☐ Gifted and Talented Education Advisory Committee _____ Signature

   ☐ District/School Liaison Team for schools in Program Improvement_____ Signature

   ☐ Compensatory Education Advisory Committee _____ Signature

   ☐ Departmental Advisory Committee (secondary) _____ Signature

   ☐ Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: <u>December 13, 2016</u>

Attested:

<u>  Patrick M. Walsh_____  </u>    _____    <u>12/13/2016</u>
Typed name of School Principal        Signature of School Principal      Date

<u>  LeAnn Wood_____  </u>    _____    <u>12/13/2016</u>
Typed name of SSC Chairperson        Signature of SSC Chairperson      Date

## SPSA Form F: Budget Planning Form

| | |
|---|---|
| School - Liberty High School | |
| District - Liberty Union High School District | |
| County-District-School (CDS) Code - 07617210733980 | |
| Principal - Patrick M. Walsh | |
| Date of this Revision – December 13, 2016 | |

| | | Title 1 Funds |
|---|---|---|
| Unrestricted | 0000 | |
| Unrestricted: Locally Defined | 0001-0999 | |
| Certificated Personnel Salaries | 1000-1999 | $50,000 |
| Classified Personnel Salaries | 2000–2999 | |
| Employee Benefits | 3000–3999 | $25,000 |
| Books And Supplies | 4000–4999 | $55,763 |
| Services And Other Operating Expenditures | 5000–5999 | $5,500 |
| Transfers Of Direct Costs | 5700–5799 | |
| Professional/Consulting Services And Operating Expenditures | 5800 | $11,600 |
| Communications | 5900 | |
| Capital Outlay | 6000–6999 | |
| Other Outgo | 7000-7439 | |
| | | **TOTAL $142,863.00** |

# Appendices

This section contains the following appendices that will assist the school site council in completing the Single Plan for Student Achievement and in maintaining a cycle of continuous improvement.

- Appendix A   Outline of Bylaws
- Appendix B   Chart of the Single Plan for Student Achievement

## School Site Council Bylaws

# Liberty High School
# School Site Council

## *Bylaws*

### Article I: Duties of the School Advisory Council

The School Advisory Council of Liberty High School, hereinafter referred to as the council, shall carry out the following duties:

- Analyze and evaluate the academic achievement of all students in the school
- Obtain recommendations from school site advisory, standing and special committees regarding the school's Single Plan for Student Achievement
- Develop and approve the school plan and all proposed expenditures in accordance with all state and federal laws and regulations
- Recommend the school plan including related budget expenditures to the local governing board
- Provide ongoing monitoring of the implementation of the plan budgets/expenditures
- Revise the school plan, including expenditures, timelines and evaluation criteria, as needed
- Participate in all local, state and federal reviews of the school's program for compliance and quality
- Conduct an annual evaluation of the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students
- Encourage broad representation of parents, community members, teachers and students.  If appropriate, including all socioeconomic, ethnic, and programmatic groups represented in the school in leadership roles and in the activities of the school site council
- Carry out all other duties assigned to the council by the district and governing board and by state and federal law.

### Article II: Members

### Section A: Members

The council shall be composed of 16 members, selected by their peers, as follows:

- 5 classroom teachers
- 2 other school staff members
- 4 parents or community members
- 4 students (10th, 11th, 12th, Curriculum Commissioner, Bilingual)
- The Principal
- The School Improvement Coordinator (one of the elected teachers, designated by the Principal).

Council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

## Section B: Term of Office

Council members shall be elected for 3-year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. Students will be determined on a yearly basis. However, consistency will be a determining factor for the Council. If a large number of positions are vacated in any given year, the chair will determine terms of incoming representatives. At the first regular meeting of the council, each member's current term of office shall be recorded in the minutes of the meeting.

## Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the council. Absentee ballots shall not be permitted.

## Section D: Termination of Membership

The council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairperson.

## Section E: Transfer of Membership

Membership on the council may not be assigned or transferred.

## Section F: Vacancy

Any vacancy on the council occurring during the term of a duly elected member shall be filled by regular elections to fill the vacant seat for the duration of that particular member.

## Section G: Meeting Attendance

Any member who misses three consecutive meetings or five meetings per year may, at the School Advisory Council's discretion, be dismissed from the Council.

## Article III: Officers

### Section A: Officers

The officers of the council shall be a chairperson, vice-chairperson and School Improvement Coordinator.

The chairperson shall
- Preside at all meetings of the council
- Sign all letters, reports and other communications of the council
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the council

The vice-chairperson shall:
- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The School Improvement Coordinator shall:
- Facilitate the success of the Single Site Plan
- Maintain positive budgetary resources
- Support the Chairperson with needed resources, information and job description
- Overall educational resource for the School Site Council

### Section A1: School Site Council Secretary

The SSC secretary shall:
- Keep minutes of all regular and special meetings of the council
- Transmit true and correct copies of the minutes of such meetings to members of the council.
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the council
- Keep a register of the names, addresses and telephone numbers of each member of the council, the chairpersons of school advisory committees, and others with whom the council has regular dealings, as furnished by those persons.
- Organize assessment reports for presentation to the council. Provide support for all assessment measurements (i.e. CAHSEE, CAT-6, GSE, etc.)

### Section B: Election and Terms of Office

The Chairpersons and Vice Chair Person shall be elected annually, at the first annual meeting of the council, and shall serve for one year, or until each successor has been elected. The School Improvement Coordinator will be designated duties by the Principal of Liberty High School. The SSC secretary will be designated by the Principal.

### Section C: Removal of Officers

The Chairperson and/or Vice Chairperson may be removed from their office by a two-thirds vote of all the members.

## Section D: Vacancy

A vacancy of the Chairperson and/or Vice Chairperson shall be filled at the earliest opportunity by a special election of the council, for the remaining portion of the term of office.

## Article IV: Committees

## Section A: Sub-committees

The council may establish and abolish sub-committees of their own membership as well as defacto members the council deems important to perform duties as shall be prescribed by the council. At least one member representing teachers, one member representing classified staff and one member representing parents shall make up the subcommittee. No sub-committee may exercise the authority of the council.

## Section B: Other Standing and Special Committees

The council may establish and abolish standing or special committees with such composition and to perform such duties as shall be prescribed by the council. No such committee may exercise the authority of the council.

## Section C: Membership

Unless otherwise determined by the council, the council chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

## Section D: Terms of Office

The council shall determine the terms of office for members of a committee.

## Section E: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the council, or policies of the district governing board.

## Section F: Quorum

A majority of the members of the committee shall constitute a quorum (50% of the council membership plus one), unless otherwise determined by the council. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

## Article V: Meetings of the Council

### Section A: Meetings

The council shall meet regularly on the third Thursday of each month at 3:15 PM in the Career Center, to conclude by 4:45 PM. In special circumstances, such as school scheduling issues, scheduling conflicts, the School Improvement Coordinator may request an alternate meeting time for the council. Special meetings of the council may be called by the chairperson or by a majority vote of the council.

### *Section B: Place of Meetings:*

The council shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson, school improvement coordinator or by majority vote of the council.

### Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: bulletin board outside of the Career Center, bulletin board by staff mailboxes, electronic mail to all staff members and in the parent newsletter depending on the publishing date of said newsletter. All required notices shall be delivered to council and committee members no less than 72 hours in advance of the meeting, personally, in member's on-site mailbox or by mail (or by e-mail).

### Section D: Quorum

The act of a majority of the members present shall be the act of the council, provided a quorum (50% of the council membership plus one) is in attendance, and no decision may otherwise be attributed to the council. A majority of the members of the council shall constitute a quorum.

### Section E: Conduct of Meetings

Meetings of the council shall be conducted in accordance with the rules of order established by Education Code Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the council.

### Section F: Agenda of Meetings

Any member of the educational community may submit agenda items to their established council representative at least five (5) working days before the minutes and agenda are to be distributed. Council representatives must submit the agenda item to the SSC secretary three (3) days prior to the prescribed time of minutes and agenda distribution. All agenda items must strictly address and adhere to the *Single Plan for Student Achievement.* The School Improvement Coordinator, Principal and/or the Chairperson reserve the right to deny agenda items that do not address the *Single Plan for Student Achievement.* If an agenda item is denied, the School Improvement Coordinator and/or the Chairperson must explain their rationale to the council at their regularly scheduled meeting. The council may override this decision by a majority (50% of council membership plus one) vote of the council and the agenda item will be discussed at the next regularly scheduled meeting. Under rare circumstances due to time constraints or other extraordinary circumstances, time limits of this article may be waived if approved by the School Improvement Coordinator, Principal and the Chairperson and must be explained to the council at their regularly scheduled meeting.

## Section G: Funding Requests

All funding requests must adhere to the established budget and guidelines of the *Single Plan for Student Achievement*. All funding requests must adhere to Article V, Section F. The funding request form will be submitted with the agenda item request and submitted within 6 working days prior to the meeting.

## Section H: Meetings Open to the Public

All meetings of the council, and of committees established by the council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article. Public comments will be limited to two minutes per item.

## Article VI: Amendments

An amendment of these bylaws may be made at any regular meeting of the council by a majority vote (50% of the council memberships plus one). Written notice of the proposed amendment must be submitted to council members at least 72 hours prior to the meeting at which the amendment is to be considered for adoption. There shall be no Amendments to these by-laws that are contrary to Governing

## Chart of Requirements for *The Single Plan for Student Achievement*

| REQUIREMENTS | LEGAL CITATION | Economic Impact Aid (EIA) English Learners | EIA, State Compensatory Education | Title I Targeted Assistance | Title I, Schoolwide | Title I, Program Improvement | Immediate Intervention/USP | High Priority Schools | Title II, Improving Teacher Quality | Title III, English Learners | Title IV, Safe & Drug-free Schools** | Title V Innovative Programs | School Safety Block Grant** | Pupil Retention Block Grant | School & Library Improvement BG |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **I. Involvement** | | | | | | | | | | | | | | | |
| Involve parents and community in | EC 52055.625(b)(1)(C), (2)(C), (e) | | | | | | | X | | | | | | | |
| planning and implementing the school | EC 52055.620(a)(4) | | | | | | | X | | | | | | | |
| plan | EC 52054 | | | | | | X | | | | | | | | |
| | EC 35294.1(b)(2)(C) | | | | | | | | | | | | X | | |
| | 5CCR 3932 | X | X | | | | | X | X | | X | X | | | |
| | 20 USC 7115(a)(1)(E) | | | | | | | | | | X | | | | |
| | 20 USC 6316(b)(3) | | | | | | | | | | | | | | |
| | 20 USC 6315(c)(1)(G) | | | | | | | | | | | | | | |
| | 20 USC 6314(b)(1), (2)(A) | | | | | | | | | | | | | | |
| Advisory committee review & | EC 64001(a) | X | X | | | | | X | X | | X | X | | | |
| recommendations | EC 52055.620(b)(1) | | | | | | | X | | | | | | | |
| Written notice of PI status | 20 USC 6316(b)(3) | | | | | | | | | | | | | | |
| **II. Governance and Administration** | | | | | | | | | | | | | | | |
| Single, comprehensive plan | EC 64001(a), (d) | X | X | | | | | | X | X | X | X | | X | X |
| | EC 52853 | X | X | | | | | | | | | X | | | |
| | EC 41572 | | | | | | | | | | | | | | X |
| | EC 41507 | | | | | | | | | | | | | X | |
| | EC 35294.1(a) | | | | | | | | | | | | X | | |
| | 20 USC 7114(d)(2) | | | | | | | | | | X | | | | |
| | 20 USC 6315(c)(1)(B) | | | | | | | | | | | | | | |

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** This program must be included in the *Single Plan For Student Achievement* if funds are provided to the school from the district's entitlement [EC 64001(d)]

| REQUIREMENTS | LEGAL CITATION | Economic Impact Aid (EIA) English Learners | EIA, State Compensatory Education | Title I Targeted Assistance | Title I, Schoolwide | Title I, Program Improvement | Immediate Intervention/USP | High Priority Schools | Title II, Improving Teacher Quality | Title III, English Learners | Title IV, Safe & Drug-free Schools** | Title V Innovative Programs | School Safety Block Grant ** | Pupil Retention Block Grant | School & Library Improvement BG |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 *USC* 6314(b)(2)(A) | | | | | | | | | | | | | | |
| School site council (SSC) constituted per former *EC* 52012 | *EC* 64001(g) | X | X | | | | | | X | X | X | X | | X | X |
| SSC developed plan and expenditures | *EC* 64001(a) | X | X | | | | | | X | X | X | X | | X | X |
| | *EC* 41572 | | | | | | | | | | | | | | X |
| | *EC* 41507 | | | | | | | | | | | | | X | |
| | *EC* 35294.1(b)(1) | | | | | | | | | | | | X | | |
| SSC annually updates the plan | *EC* 64001((g) | X | X | | | | | | X | X | X | X | | X | X |
| | *EC* 35294.2(e) | | | | | | | | | | | | X | | |
| Governing board approves SPSA | *EC* 64001(h) | X | X | | | | X | X | X | X | X | X | X | X | X |
| | *EC* 52055.630(b) | | | | | | | X | | | | | | | |
| Policies to insure all groups succeed | 20 *USC* 6316(b)(3) | | | | | | | | | | | | | | |
| Specify role of school, LEA, and SEA; | 20 *USC* 6316(b)(3) | | | | | | | | | | | | | | |
| and coordination with other | | | | | | | | | | | | | | | |
| organizations | | | | | | | | | | | | | | | |
| Submit High Priority annual report after | *EC* 52055.640 | | | | | | | X | | | | | | | |
| public LEA governing board review | | | | | | | | | | | | | | | |

## III. Funding

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Plan includes proposed | *EC* 64001(g) | X | X | | | | | X | X | X | X | X | | | |
| expenditures to improve | *EC* 52853 | X | X | | | | | | | | | | X | | |
| academic performance | *EC* 52054 | | | | | | X | | | | | | | | |
| | 20 *USC* 6316(b)(3) | | | | | | | | | | | | | | |
| | 20 *USC* 6315(c) | | | | | | | | | | | | | | |
| | 20 *USC* 6314(b)(2)(A) | | | | | | | | | | | | | | |
| Describe centralized services | 5 *CCR* 3947(b) | X | X | | | | | | | | | | | | |
| expenditures | | | | | | | | | | | | | | | |

## IV. Standards, Assessment, and Accountability

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Comprehensive assessment and | *EC* 64001(f) | X | X | | | | | X | X | X | X | X | | | |
| analysis of data | *EC* 52055.620(a)(1) - (3) | | | | | | X | | | | | | | | |

| REQUIREMENTS | LEGAL CITATION | Economic Impact Aid (EIA) English Learners | EIA, State Compensatory Education | Title I Targeted Assistance | Title I, Schoolwide | Title I, Program Improvement | Immediate Intervention/USP | High Priority Schools | Title II, Improving Teacher Quality | Title III, English Learners | Title IV, Safe & Drug-free Schools** | Title V Innovative Programs | School Safety Block Grant ** | Pupil Retention Block Grant | School & Library Improvement BG |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | EC 52054 | | | | | | X | | | | | | | | |
| | 20 USC 7115(a)(1)(A) | | | | | | | | | | | X | | | |
| | 20 USC 6314(b)(1), (2)(A) | | | | | | | | | | | | | | |
| Evaluation of improvement strategies | EC 64001(f) | X | X | | | | | | X | X | X | X | | | |
| | EC 52853 | X | X | | | | | | | | | X | | | |
| | EC 52055.625(c) | | | | | | | X | | | | | | | |
| | EC 35294.2(e) | | | | | | | | | | | | X | | |
| | EC 32228.5(b) | | | | | | | | | | | | X | | |
| | 20 USC 7115(a)(2) | | | | | | | | | | | X | | | |
| Ongoing monitoring and revision | 20 USC 6315(c)(2)(B) | | | | | | | | | | | | | | |
| Assessment results available to | EC 35294.2(e) | | | | | | | | | | | | X | | |
| parents | 20 USC 7115(a)(1)(E) | | | | | | | | | | | X | | | |
| | 20 USC 6314(b)(2)(A) | | | | | | | | | | | | | | |
| **V. Staffing and Professional Development** | | | | | | | | | | | | | | | |
| Provide staff development | EC 52853 | X | X | | | | | | | | | X | | | |
| | EC 52055.625(d)(1)(B),(C) | | | | | | | X | | | | | | | |
| | EC 32228(b)(2) | | | | | | | | | | | | X | | |
| | 20 USC 6316(b)(3) | | | | | | | | | | | | | | |
| | 20 USC 6315(c)(1)(F) | | | | | | | | | | | | | | |
| | 20 USC 6314(b)(1), (2)(A) | | | | | | | | | | | | | | |
| Budget 10% of Title I for staff | 20 USC 6316(b)(3) | | | | | | | | | | | | | | |
| development | | | | | | | | | | | | | | | |
| Provide highly qualified staff | EC 52055.625(b), (d) | | | | | | | X | | | | | | | |
| | 20 USC 6315(c)(1)(E) | | | | | | | | | | | | | | |
| | 20 USC 6314(b)(1), (2)(A) | | | | | | | | | | | | | | |
| Distribute experienced teachers | EC 52055.620(d) | | | | | | | X | | | | | | | |
| **VI. Opportunity & Equal Educational Access** | | | | | | | | | | | | | | | |

| REQUIREMENTS | LEGAL CITATION | Economic Impact Aid (EIA) English Learners | EIA, State Compensatory Education | Title I Targeted Assistance | Title I, Schoolwide | Title I, Program Improvement | Immediate Intervention/USP | High Priority Schools | Title II, Improving Teacher Quality | Title III, English Learners | Title IV, Safe & Drug-free Schools** | Title V Innovative Programs | School Safety Block Grant ** | Pupil Retention Block Grant | School & Library Improvement BG |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Describe instruction for at-risk students | EC 52853 | X | X | | | | | | | | | X | | | |
| Describe the help for students to meet | EC 64001(f) | X | X | | | | X | | X | X | X | X | | | |
| state standards | 20 USC 6314(b)(1), (2)(A) | | | | | | | | | | | | | | |
| | 20 USC 6315(c) | | | | | | | | | | | | | | |
| Describe auxiliary services for at-risk | EC 52853 | X | X | | | | | | | | | X | | | |
| students | EC 52055.620(a)(7) | | | | | | | X | | | | | | | |
| | 20 USC 7114(d)(2)(E) | | | | | | | | | | X | | | | |
| | 20 USC 6315(c) | | | | | | | | | | | | | | |
| | 20 USC 6314(b)(1), (2)(A) | | | | | | | | | | | | | | |
| Avoid Isolation or segregation | 5 CCR 3934 | X | X | | | | | | | | | X | | | |
| **VII. Teaching and Learning** | | | | | | | | | | | | | | | |
| Goals based on performance | EC 64001(f) | X | X | | | | X | | X | X | X | X | | | |
| | 20 USC 7115(a)(1)(A) | | | | | | | | | | X | | | | |
| Define objectives | EC 52054 | | | | | | X | | | | | | | | |
| | 20 USC 7114(d)(2)(B) | | | | | | | | | | X | | | | |
| | 20 USC 6316(b)(3) | | | | | | | | | | | | | | |
| Steps to intended outcomes | EC 52054 | | | | | | X | | | | | | | | |
| | 5 CCR 3930 | | X | | | | | | X | | | | | | |
| Account for all services | 5 CCR 3930 | | X | | | | | | X | | | | | | |
| Provide strategies responsive to | EC 52055.620(a)(3) | | | | | | | X | | | | | | | |
| student needs | EC 52054 | | | | | | X | | | | | | | | |
| | 5 CCR 3931 | X | X | | | | | | X | | X | X | | | |
| | 20 USC 7114(d)(2)(E) | | | | | | | | | | X | | | | |
| | 20 USC 6315(c) | | | | | | | | | | | | | | |
| | 20 USC 6314(b)(2)(A) | | | | | | | | | | | | | | |
| Describe reform strategies that: | 20 USC 6314(b)(1), (2)(A) | | | | | | | | | | | | | | |
| -Allow all to meet/exceed standards; | 20 USC 6315(c) | | | | | | | | | | | | | | |

| REQUIREMENTS | LEGAL CITATION | Economic Impact Aid (EIA) English Learners | EIA, State Compensatory Education | Title I Targeted Assistance | Title I, Schoolwide | Title I, Program Improvement | Immediate Intervention/USP | High Priority Schools | Title II, Improving Teacher Quality | Title III, English Learners | Title IV, Safe & Drug-free Schools" | Title V Innovative Programs | School Safety Block Grant ** | Pupil Retention Block Grant | School & Library Improvement BG |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| -Are effective, research based; | 20 *USC* 6316(b)(3) | | | | | | | | | | | | | | |
| | 20 *USC* 6315(c)(1)(C) | | | | | | | | | | | | | | |
| | 20 *USC* 6314(b)(1)(B) | | | | | | | | | | | | | | |
| -Strengthen core academics; | *EC* 52054 | | | | | | X | | | | | | | | |
| -Address under-served populations; | *EC* 52055.625(b), (c) | | | | | | | X | | | | | | | |
| -Provide effective, timely assistance; | 20 *USC* 6314(b)(1)(I), (2)(A) | | | | | | | | | | | | | | |
| -Increase learning time | 20 *USC* 6316(b)(3); | | | | | | | | | | | | | | |
| | 20 *USC* 6314(b)(1)(B),(2) | | | | | | | | | | | | | | |
| -Meet needs of low-performing students | 20 *USC* 6315(c)(A); | | | | | | | | | | | | | | |
| | 20 *USC* 6314(b)(1)(B),(2) | | | | | | | | | | | | | | |
| -Involve teachers in academic | 20 *USC* 6314(b)(1)(H), (2) | | | | | | | | | | | | | | |
| assessments | | | | | | | | | | | | | | | |
| -Coordinate state and federal programs | 20 *USC* 6315(c)(1)(H) | | | | | | | | | | | | | | |
| | 20 *USC* 6314(b)(1)(J), (2)(A) | | | | | | | | | | | | | | |
| -Transition from preschool | 20 *USC* 6315(c)(1)(D) | | | | | | | | | | | | | | |
| | 20 *USC* 6314(b)(1)(G), (2)(A) | | | | | | | | | | | | | | |
| Provide an environment conducive to | *EC* 52055.625(f)(1) | | | | | | | X | | | | | | | |
| learning | *EC* 52055.620(a)(6) | | | | | | | X | | | | | | | |
| | 20 *USC* 7114(d)(1) | | | | | | | | | | | X | | | |
| Enable continuous progress | 5*CCR* 3931 | X | X | | | | | | X | | X | X | | | |
| Acquire basic skills, literacy | *EC* 52055.625(b)(1), (c)(1) | | | | | | | | X | X | | | | | |
| | 5*CCR* 3937 | X | X | | | | | | | | | X | | | |
| Align curriculum, strategies, and | *EC* 52853 | X | X | | | | | | | | | X | | | |
| materials with state standards or law | *EC* 52055.625(b)(2)(D),(c) | | | | | | | X | | | | | | | |
| Provide high school career preparation | 5*CCR* 4403 | | X | | | | | | | | | | | | |