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District Mission Statement

*The mission of the
Galt Joint Union High
School District is to
ensure that each student
graduates, achieves his/
her goals and becomes a
contributing member of
society through effective
personalized educational
programs and facilities
in partnership with
family and community.*

Galt Joint Union High School District

Liberty Ranch High School

Grades Nine through Eleven

"Pursuing Academic Excellence"

2014-2015 School Accountability Report Card

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

School Mission Statement

The mission of Estrellita Continuation High School is to create a caring and safe environment whereby students are empowered to attain academic excellence and develop positive attitudes about themselves and others. Estrellita Continuation High School prepares its students for responsible citizenship and productive employment.

School Profile (School Year 2015-16)

Liberty Ranch High School is located in Sacramento County, just outside the northeast boundary of Galt, California. It serves both a rural and suburban population and was built in response to overcrowding at its sister school, Galt High School, when a building boom began in the 1990's and the early 2000's. Liberty Ranch High School opened on August 18th, 2009 with an initial student population of 589 students; 345 9th graders and 244 10th graders. For the 2014-2015 school year we had a CBED's student count of 1186. The students enrolling in Liberty Ranch come from four different feeder schools from four different districts. These students come from a varied background, from living on farms and dairies, to federally subsidized housing, to homes ranging in a price range well above \$500,000 and reflect the surrounding areas diversity. Forty-four percent of our students are qualified for free meals.

Galt is a growing bedroom community with much of its population traveling to Sacramento, Lodi, or Stockton for employment. The city of Galt was founded in 1869, and while the area economy has been primarily based on agriculture, there has been increased economic expansion. During the last ten years the employment picture has been brightening with increased job opportunities in manufacturing, construction, and retail. The economy has begun to turn around with increased building permits being pulled, homes being built, a new Walmart and a McDonald's under construction.

The campus of Liberty Ranch High School was proposed in an area of increasing home construction and rising student population. With the easing of the world-wide recession, home construction in the area has been on the increase and the school is currently surrounded on three sides with land which will be developed in the next few years into the Liberty Ranch Development which will include 1500 new homes. Though faced with declining enrollment, the Galt Joint Union High School made the decision to honor its promise to the community by opening Liberty Ranch High School on August 18, 2009.

Students enrolling in Galt Joint Union High School District as freshmen enter from one of four feeder schools from four different districts; Arcohe, New Hope, McCaffrey, and Oak View. With the district adopted school attendance boundaries, Liberty Ranch High School draws from Arcohe, New Hope, and McCaffrey, but students from Oak View may request an intra-district transfer. The school follows a traditional school year calendar and currently serves students in all four grade levels. With the current transportation rules, the majority of our students walk or receive transportation from family and/or friends. Students who attended Arcohe and New Hope receive bus transportation.

Classes and programs are offered at Liberty Ranch High School to address the needs of our diverse student population, including but not limited to, the following:

- The Liberty Ranch High School student population includes a substantial number of Special Education students; currently the 100 students served are in Resource and Special Day Class settings. The majority of special education students are mainstreamed for some or all of their core and elective classes.
- Liberty Ranch High School's student population includes 49 English Learner students, mainly Spanish speakers, who require supported curriculum and English Intensive Support classes (Edges).
- There are many advanced and GATE students who are offered honors and AP courses to meet their needs for a rigorous and challenging curriculum beyond the standard college-prep classes. Liberty Ranch High School also offers a variety of Visual and Performing Arts electives.
- Teachers have accepted the challenge of addressing the needs of students, who fall in the middle, by improving their achievement through increased attention to standards-based instruction and assessment. Liberty Ranch High School has an expanding AVID program to encourage students to work towards college enrollment after high school. AVID provides tutoring, study skills practice, field trips to colleges, and encouragement for students with no family history of college enrollment.
- Students performing at a basic or below level in academic core areas have urgent needs for additional support to increase their skills and raise their level of academic performance. There are many support systems in place which include:
 1. For Special Education students: Foundations of Math will be used for Pre-Algebra, Algebra 1 two-year programs, helping the student meet the state algebra requirement (Algebra 1A and 1B). Students which are progressing successful will be placed in Integrated 1 math class with support and Intensive English Support.
 2. PASSAGE, a Professional Learning Community (PLC) to support students who are below grade level in English Language Arts, Math or both, offers one hour of additional academic and social support. Our PASSAGE PLC team includes 4 "blocked" teachers, coordinator, counselor, and administrator working together to provide assistance and support.
 3. English Intensive Support classes with Board Adopted intervention materials (Edges-Hampton Brown)
 4. After school tutoring in English and Mathematics

To ensure all of our students participate in a rigorous, relevant, and coherent standards-based curriculum that supports achievement, we have instituted a number of programs:

All students at Liberty Ranch High School are enrolled in a rigorous, relevant, and coherent standards-based curriculum. All of the district adopted curriculum and textbooks are aligned to State standards. All adopted curriculum has gone through the Curriculum Committee and Board of Trustees. All adopted textbooks are reviewed by a committee of teachers, administrators, parents, and students, recommended to the governing board and approved by them. Common Assessments have been created for all core classes.

All of our programs, including CTE, World Languages, Leadership and Advanced Placement are available to all students. In some cases applications and/or interviews are required. To ensure their effectiveness each program will be reviewed by any or all of the following groups; School Site Council, Site Leadership Team, CTE Program advisory groups, and an area AVID Program review.

Prior to attending Liberty Ranch High School, general education eighth grade student's grades, CST scores, and teacher recommendations in Math and English are reviewed for proper placement. Using the results of this data students are placed in one of four levels of ELA classes (English Intensive Support (Edges), PASSAGE, English 9 Core, or English 9 Honors) and/or one of four levels of Math placement (Pre-Algebra (Foundations of Math)-PASSAGE, Algebra 1-9, Geometry 9, Algebra 2 with Trigonometry. We are transitioning into Integrated math programs in alignment with the Standards adopted with Common

The Freshmen year kicks off with a half day orientation organized and run but the students of Link Crew and their advisors.

During this day our newest students have their own mini-rally, take tours of the campus, and participate in numerous learning activities as they are welcomed to our school and learn about themselves and their classmates. During the Freshmen year, counselors once again meet with the students for a presentation entitled "Reality Check". This multimedia presentation is intended to help students envision their future goals and identify how their education will help them achieve these goals. At this time the students map out the next two years on the "4 Year Plan" document. During their Sophomore year, each student and their parents have the opportunity to meet with a counselor during "Sophomore Counseling" meetings in the late afternoon and early evening.

Liberty Ranch High School provides after school homework assistance from 3:15 p.m. to 5:15 p.m. on Monday, Tuesday and Thursday. Students may drop in and receive support/assistance in mathematics and language arts. Currently our ELA tutor is utilizing the computer lab to assist students in writing essays.

Liberty Ranch High School's academic departments use state standards and frameworks to determine curricular content. Instructional strategies and assessments are developed to support attainment of standards and the Expected School Wide Learning Results. Each teacher uses a variety of instructional strategies that encourages the active involvement of each student. Students are encouraged to develop techniques to organize, access and apply knowledge.

At Liberty Ranch High School, regular observations and evaluations confirm and support teachers are using a variety of strategies and resources in their teaching. Teachers across all departments enrich instruction with innovative and effective classroom activities which appeal to many different learning styles. In addition to the use of traditional instructional techniques like lecture and note-taking, problem sets, reading comprehension activities, sciences labs, and classroom discussion, students are up on their feet, engaged in simulations, debates, performances, problem-solving activities, and hands-on experimentation. Each classroom has a ceiling mounted projector for teachers to use for video and presentations. Many departments have common PowerPoint presentations that are shared for consistency.

Liberty Ranch High School believes that parents are our partners in educating our youth and as such they are involved and encouraged to participate actively in their students' education. Parents serve on a variety of committees, which include:

- School Site Council
- LRHS Parent Teacher Student Association (PTSA)
- English Learner Advisory Committee
- Athletic Boosters
- GLUE Band Boosters
- Agriculture Advisory Committee
- Informational Technology Advisory Committee
- GJUHSD Special Education Advisory Committee
- WASC

Liberty Ranch High School hosts its' annual Back to School Night in August and its' annual Open House in March. Parents of incoming freshmen are invited to our Building the Bridges to High School/Department Showcase presentation, as well as a one-on-one course selection session for their student during the registration process. Liberty Ranch High School presents an evening "Department Showcase" event for incoming students and parents after the Bridges presentation and before the course selection evenings. At this event, parents view presentations and demonstrations by each department and are able to ask questions and interact with teachers to learn about the many programs offered at Liberty Ranch High School. Parents also can speak to our Athletic Director, Activities Director, and School Counselors. Parents of athletes are invited to attend Fall, Winter and/or Spring Sports meetings to learn about expectations for athletes for behavior, to maintain eligibility, and NCAA requirements. Parents of seniors are invited to attend informational meetings in the Fall and Spring to get information about senior year activities, calendar, and graduation.

Parents are kept informed of current events, programs and students' progress in a variety of ways, including PowerSchool, a school website, school marquee, newsletters, teacher emails, attendance calls, automated phone dialer, and regular student progress reports. In addition, parents may request parent/teacher conferences through the Counseling Department as necessary.

Liberty Ranch High School operates a modified, traditional year calendar with 180 days of instruction and a 6 period day. There is a Collaboration Early Release Day every Wednesday. The instructional minutes for school year 2015-16 are 65,353 minutes.

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment By Grade (School Year 2014-15)

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
9th	328	291	318
10th	317	323	292
11th	289	302	301
12th	282	276	275

A. Conditions of Learning

State Priority: Basic

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

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

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions			0

Enrollment by Student Group

2014-15	
	Percentage
Black or African American	2.4%
American Indian or Alaska Native	0.3%
Asian	2.0%
Filipino	1.0%
Hispanic or Latino	43.0%
Native Hawaiian or Pacific Islander	0.5%
White	45.7%
Two or More Races	5.1%
English Learners	4.2%
Socioeconomically Disadvantaged	45.3%
Students with Disabilities	8.3%
Foster Youth	0.1%

NCLB Compliant Teachers

	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

Teacher Credential Status

	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	51	53	50	101
Without Full Credentials	1	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

Instructional Materials (School Year 2015-16)

Galt Joint Union High held a public hearing on September 8, 2015, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in November, 2015, about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-11th	English/ Language Arts	Holt, Rinehart & Winston	2009	Yes	0.0%
10th-11th	Mathematics	Key Curriculum	2009	Yes	0.0%
9th-11th	Mathematics	McDougal Littell	2009	Yes	0.0%
9th-11th	Science	Pearson	2009	Yes	0.0%
9th-11th	Science Laboratory Equipment	Holt, Rinehart & Winston	2009	Yes	0.0%
10th-11th	Social Science/ History	Houghton Mifflin	2009	Yes	0.0%
9th-11th	Social Science/ History	McDougal Littell	2009	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34673550119131Textbooks_1.pdf

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

School Facilities (School Year 2015-16)

Liberty Ranch High was originally constructed in 2008 and is comprised of 46 classrooms, 1 gym, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 1 computer lab, and 0 playgrounds.

Cleaning Process and Schedule

The principal works daily with the custodial staff of 4 (4 full-time and 0 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2015-16 school year, the district has budgeted \$0 for the deferred maintenance program as all funds remaining in the Deferred Maintenance fund have been reserved for roofing repairs at Galt High School as needed. All other expenditures for any maintenance expenses for facilities will be accounted for in the General Fund.

School Facility Conditions				
Date of Last Inspection: 10/14/2015				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	68	56	44
Mathematics (Grades 3-8 and 11)	27	23	33

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	291	285	97.9	10	22	40	28	285	97.9	41	32	19	8
Male	291	147	50.5	14	24	36	25	147	50.5	41	33	16	10
Female	291	138	47.4	6	20	44	30	138	47.4	41	30	22	7
Black or African American	291	5	1.7	--	--	--	--	5	1.7	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	291	4	1.4	--	--	--	--	4	1.4	--	--	--	--
Filipino	291	4	1.4	--	--	--	--	4	1.4	--	--	--	--
Hispanic or Latino	291	114	39.2	16	32	41	11	114	39.2	53	31	14	3
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	291	143	49.1	7	16	38	38	143	49.1	34	34	21	12
Two or More Races	291	14	4.8	--	--	--	--	14	4.8	43	29	14	14
Socioeconomically Disadvantaged	291	112	38.5	12	31	43	14	112	38.5	50	29	16	4
English Learners	291	5	1.7	--	--	--	--	5	1.7	--	--	--	--
Students with Disabilities	291	22	7.6	55	41	5	0	22	7.6	91	9	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	6	2.1	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	62	64	47	57	59	50	59	60	56

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	50
School	47
African American/Black	*
American Indian or Alaska Native	*
Asian	*
Filipino	*
Hispanic or Latino	35
Native Hawaiian or Pacific Islander	*
White	61
Males	53
Females	41
Socioeconomically Disadvantaged	34
English Learners	*
Students with Disabilities	*
Migrant Education	*
Two or More Races	*
Foster Youth	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

UC/CSU Course Completion

Students at the school are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

Career Technical Education Participation (School Year 2014-15)

The chart illustrates enrollment in the Career Preparation program.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	99.7%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	37.5%

** Duplicated Count (one student can be enrolled in several courses).*

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participated in CTE programs?	891
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	23.4%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.1%

Workforce Preparation (School Year 2014-15)

It is the goal of the school that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and academic skills. The chart illustrates enrollment in the Career Preparation program at the school.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Agricultural Education/Advanced Ag Mechanics	Direct at School Agriculture Vocational Education Incentive Grant	Incorporate State adopted CTE model curriculum standards	Counseling and Guidance FFA youth development activities	Mastery of employment readiness standards, both basic and industry specific
Agriculture Education Mechanics II	Direct at School Agriculture Vocational Education Incentive Grant	Incorporate State adopted CTE model curriculum standards	Counseling and Guidance FFA youth development activities	Mastery of employment readiness standards, both basic and industry specific
Agriculture/Environmental Sciences	Direct at School	Meets graduation requirement for General Science CSU approved UC approved for "G" elective	Counseling and Guidance FFA youth development activities	Curriculum mastery
Computer Applications	Direct at School	Aligned to ISTE National Education Technology Standards for students	Counseling and Guidance, youth development activities	Curriculum mastery
Advanced Computer Technology	Direct at School	Incorporate State adopted CTE model curriculum standards	Counseling and Guidance, youth development activities	Curriculum mastery
Web Design/Digital Video Rundamentals	Direct at School	Incorporates State adopted CTE model and curriculum standards	Counseling and Guidance, youth development activities Professional Development	Curriculum mastery
Advanced Web Design/Digital Video Production	Direct at School	Incorporates State adopted CTE model curriculum standards	Counseling and Guidance, youth development activities Professional Development	Mastery of basic and industry Employment readiness standards
Ag Chemistry	Direct at School	Meets graduation requirement for General Science CSU approved UC approved for "G" elective	Counseling and Guidance, youth development activities	Curriculum mastery
Integrated Ag Biology	Direct at School	Meets graduation requirement for General Science CSU approved UC approved for "G" elective	Counseling and Guidance; FFA youth development activities	Curriculum mastery
Introduction to Floriculture(Floral Design I)	Direct at School	Incorporates State adopted CTE model and curriculum standards	Counseling and Guidance; youth development activities; Professional Development	Mastery of basic and industry Employment readiness standards
Introduction to Floriculture(Floral Design II)	Direct at School	Incorporates State adopted CTE model curriculum standards	Counseling and Guidance; youth development activities; Professional Development	Mastery of basic and industry employment readiness standards
Agriculture Anatomy & Physiology	Direct at School	Meets UC/CSU "d" Laboratory Science Requirement	Counseling and Guidance; Youth Development Activities	Curriculum Mastery

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2014-15)

In the spring of each year, Galt Joint Union High School District is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ). Results of student performance are displayed in the chart.

Percentage of Students in Healthy Fitness Zone

2014-15

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.9%	26.5%	31.9%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language/arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and

Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language/arts and math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students

	2012-13			2013-14			2014-15		
	School	District	State	School	District	State	School	District	State
English	59	55	57	61	32	56	54	31	58
Mathematics	60	55	60	66	32	62	59	32	59

CAHSEE By Student Group for All Grade Ten Students

	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students District	48	26	26	44	41	14
All Students School	46	26	28	41	45	14
Male	49	23	29	35	49	16
Female	43	29	28	48	41	12
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	58	22	20	52	40	8
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	31	29	40	27	50	23
English Learners	100	0	0	84	11	5
Socioeconomically Disadvantaged	60	22	19	51	39	10
Receiving Migrant Education Services	0	0	0	0	0	0
Students with Disabilities	94	6	0	94	6	0

C. Engagement

State Priority: Parental Involvement

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

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

Parent & Community Involvement (School Year 2015-16)

Parents and the community are very supportive of the education program at Estrellita Continuation High School. Parents participate in the School Site Council and the Bilingual Advisory Committee, and are encouraged to volunteer in classrooms and at school events.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Liberty Ranch High at 209-744-4250

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

Completion of High School Graduation Requirements - Class of 2014

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements

	School	District	State
All Students	89.9%	89.1%	84.6%
African American/Black	100%	83.3%	76%
American Indian or Alaska Native	100%	100%	78.1%
Asian	100%	91.7%	92.6%
Filipino	0%	100%	96.5%
Hispanic or Latino	89%	87.4%	81.3%
Native Hawaiian or Pacific Islander	100%	100%	83.6%
White	90%	92.2%	89.9%
Two or More Races	84.6%	83.3%	82.8%
English Learners	83.3%	64.6%	50.8%
Socioeconomically Disadvantaged	87.1%	86.9%	81.4%
Students with Disabilities	78.6%	60.3%	61.3%

Dropout & Graduation Rates (Four-Year Cohort Rate)

Students are expected to attend school regularly and be on time each day. An Outreach Consultant is available to counsel those students having difficulties with truancy. An At-Risk Team meets twice a month to discuss ways to improve student attendance and intervention strategies for students who may be at risk for dropping out of school. The chart illustrates the number of dropouts during the most recent three-year period.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates

	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	4.4%	4.3%	2.8%	95.2%	94.6%	97.2%
District	11.4%	6.2%	5.8%	80.9%	87.5%	87.7%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

State Priority: School Climate

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

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

Suspensions & Expulsions

The table displays the suspension and expulsion rates for the past three years.

Suspensions & Expulsions

	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	1.6%	2.6%	3.1%	0.0%	0.0%	0.0%
District	2.1%	4.9%	2.4%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

Safety of students and staff is a primary concern of Liberty Ranch High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are held regularly throughout the year. The School Site Safety Plan has been implemented and is updated annually each summer; the School Site Safety Committee is comprised of school administration. Daily monitoring of school grounds before, during, and after school is performed by assigned staff. All visitors must sign in at the school's main office before entering the campus.

The Comprehensive School Safety Plan was developed by the School Site Council in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include: Emergency Safety Procedures binders in each classroom; Detailed evacuation plans for fire and other emergencies; Detailed lockdown plans for other emergencies.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Advanced Placement Classes (School Year 2014-15)

Estrellita High School offers advanced placement courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. Total enrollment in AP classes is illustrated in the chart.

Advanced Placement Classes

	# of Courses
English	2
Foreign Language	1
Mathematics	3
Science	2
Social Science	3
Totals	13
Percent of Students in AP Courses	0.7%

No Child Left Behind (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). NCLB mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and

English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	Yes		No		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		N/A		Yes	
Met Graduation Rate	Yes		No		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2010-2011
Year in PI (2015-16)	-	Year 3
# of Title I Schools Currently In PI	-	2
% of Title I Schools Currently In PI	-	100.0%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
	13	14	15	1-20 Students			21-32 Students			33+ Students		
	13	14	15	13	14	15	13	14	15	13	14	15
By Subject Area												
English	26	26	25	13	13	16	20	20	25	15	15	10
Mathematics	25	25	26	10	10	9	27	27	24	5	5	7
Science	28	28	27	6	6	2	11	11	13	8	8	3
Social Science	28	28	26	5	5	7	21	21	19	11	11	9

Professional Development

Galt High School offered three staff development days during the 2014-15 school year. During these days, teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics for staff development for the 2014-15 school year were: Writing using AVID strategies and an overview of the Common Core implementation including reading, writing across the curriculum, mathematics, science, English, history and technology. Galt Joint Union High School District participates in both the Beginning Teachers Support and Assessment (BTSA) which is a mentoring program for new teachers, and Peer Assistance and Review (PAR), a program that pairs exemplary teachers with others to assist in teaching strategies.

Counseling & Other Support Services (School Year 2014-15)

It is the goal of Liberty Ranch High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:585. The table lists the support service personnel available at Liberty Ranch High. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

School Site Teacher Salaries (Fiscal Year 2013-14)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$68,120
District	\$68,246
Percentage of Variation	-0.2%
School & State	
All High School Districts	\$72,798
Percentage of Variation	-6.4%

Teacher & Administrative Salaries (School Year 2013-14)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

District Expenditures (Fiscal Year 2013-14)

Galt Joint Union High School District spent an average of \$8,515 to educate each student. The chart provides a comparison of a school's per-pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2014-15)

Galt Joint Union High School District receives State and federal categorical funding for special programs. The district received state and federal categorical funding for the following categorical, special education, and support programs:

AGRICULTURE INCENTIVE	Best Academy
BULLYING PREVENTION	CARL PERKINS
CELL TOWER	CRANE GRANT
Engage & Enhance DiverCity	Every 15 Minutes
Freshman Sports Program	General Purpose - Base
General Purpose - Supplemental	Local Donations
Lottery	Medical Administrative Activities
Medi-Cal Billing	Microsoft
Partnership Academy	PARTNERSHIP ACADEMIES PROGRAM
Project Lead the Way	Regional Occupational Program
SPECIAL EDUCATION	Title I
Title II	Title III
Title X	TRANSPORTATION
WORKABILITY	

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Campus Supervisor	2	2.0
Career Technician	1	1.0
Counselor	2	2.0
Instructional Aides	3	3.0
Outreach Consultant	1	0.5
Psychologist	1	0.5
Resource Specialist Aide	2	2.0
Special Education Coordinator	1	0.5
Technology Aide	1	0.5
Technology Coordinator	1	0.5

Average Salary Information Teachers - Principal - Superintendent 2013-14

	District	State
Beginning Teachers	\$34,854	\$43,455
Mid-Range Teachers	\$66,198	\$69,035
Highest Teachers	\$87,753	\$89,886
Elementary School Principals	-	-
Middle School Principals	-	-
High School Principals	\$121,686	\$121,551
Superintendent	\$140,425	\$158,898

Salaries as a Percentage of Total Budget

Teacher Salaries	41.0%	35.0%
Administrative Salaries	9.0%	6.0%

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$5,122
From Supplemental/Restricted Sources	\$288
From Basic/Unrestricted Sources	\$4,834
District	
From Basic/Unrestricted Sources	\$6,981
Percentage of Variation between School & District	-30.8%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-9.6%