

Galt Joint Union High School District

Liberty Ranch High School

“Pursuing Academic Excellence”



Mike Tambini
Principal

mtambini@ghsd.k12.ca.us

12945 Marengo Rd
Galt, CA 95632
(209) 744-4250

www.ghsd.k12.ca.us

Dr. Elizabeth Kaufman,
Superintendent

ekaufman@ghsd.k12.ca.us

CDS Code:
34-67355-0119131

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.

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.

DataQuest

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

School Profile (School Year 2016-17)

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 2015-2016 school year we had a CBED's student count of 1,170. Currently for the 2016-2017 school year, we have an enrollment of 1,185 students. The students enrolling in Liberty Ranch High School 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. Fifty 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 campus of Liberty Ranch High School was proposed in an area of increasing home construction and rising student population. 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. In 2016 the Galt community voted in favor of Measure E, a local school bond which will help improve the school's athletic facilities and technology infrastructure.

Students enrolling in the 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 are mainstreamed for all of their core and elective classes.

- Liberty Ranch High School's student population includes 57 English Learner students, mainly Spanish speakers, who require supported curriculum and English Intensive Support classes.
- 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 below standard 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. Foundations of Math will be used to prepare students to take Integrated Math 1.
2. Language Live and English 3D will be used to improve students reading Lexile levels to prepare them for the rigors of their core classes.
3. 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.

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 CAASP scores, Math and English placement test scores, and teacher recommendation 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 Language Live, English 3D, English 9 Core, or English 9 Honors and/or one of three levels of Math placement Math Foundations, Integrated Math 1 or Integrated Math 2.

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. In addition starting in the 2016 school year all freshman are required to take a career and futures planning course titled Get Focused Stay Focused where they develop a 10 year plan for their future.

Liberty Ranch High School provides after school homework assistance from 3:15 p.m. to 4:15 p.m. on Monday, Tuesday Thursday, and Friday. Students may drop in and receive support/assistance in mathematics and language arts.

Liberty Ranch High School's academic departments use common core 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. In addition

Liberty Ranch High School offers a variety of Career Technical Education Pathways including Agriscience, Agricultural Mechanics, Video Production, and Culinary.

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
- 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 January. Parents of incoming freshmen are invited to High School/Department Showcase presentations during open house. 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, Canvas, teacher emails, attendance calls, automated phone dialer, and regular student progress reports. In addition, parents may request parent/teacher conferences directly with the teacher or through the Counseling Department.

Liberty Ranch High School operates hybrid block schedule on a traditional year calendar with 180 days of instruction and a 4 period day. There is a collaboration early release day on most Wednesday's with the last Wednesday in most months a minimum day used for staff development.

Enrollment By Ethnicity Or Student Group (School Year 2015-16)

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

Enrollment by Student Group	
2015-16	
	Percentage
Black or African American	2.3%
American Indian or Alaska Native	0.1%
Asian	1.0%
Filipino	0.6%
Hispanic or Latino	45.2%
Native Hawaiian or Pacific Islander	0.3%
White	43.2%
Two or More Races	6.4%
EL Students	4.7%
Socioeconomically Disadvantaged	48.0%
Students with Disabilities	9.4%
Foster Youth	0.1%

Enrollment By Grade (School Year 2015-16)

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

Enrollment Trend by Grade Level

	2013-14	2014-15	2015-16
9th	291	318	320
10th	323	292	309
11th	302	301	265
12th	276	275	282

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 2015-16)

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.

Highly Qualified 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 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.

Teacher Credential Status

	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	53	49	0	0
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Misassignments/Vacancies

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

Instructional Materials (School Year 2016-17)

Galt Joint Union High held a public hearing on September 13, 2016, 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, 2016, 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 2016-17)

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. The table below shows the results of the most recent school facilities inspection. 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. Facility information is current as of December, 2016.

School Facility Conditions				
Date of Last Inspection: 12/07/2016				
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 State priority: Pupil Achievement (Priority 4):

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	68	72	--	56	59	--	44	48
Mathematics (Grades 3-8 and 11)	--	27	27	--	23	23	--	34	36
Science (Grades 5, 8, and 10)	64	47	58	59	50	50	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grade ten broken down by student group.

California Assessment of Student Performance and Progress - Science				
Student Groups	Total Enrollment	Number Tested	Percent Tested	Science
				% Met or Exceeded CA Standard
All Students	313	302	96.49	57.95
Male	159	156	98.11	60.9
Female	154	146	94.81	54.79
Hispanic or Latino	145	139	95.86	42.45
White	135	130	96.3	70
Tow or More Races	13	13	100	92.31
Socioeconomically Disadvantaged	162	156	96.3	44.23
English Learners	24	24	100	8.33
Students with Disabilities	30	28	93.33	35.71

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven, and Science for grades five, eight, and ten.

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
				% Met or Exceeded CA Standard			% Met or Exceeded CA Standard
All Students	268	262	97.76	71.76	262	97.76	27.2
Male	127	126	99.21	65.87	126	99.21	28.57
Female	141	136	96.45	77.21	136	96.45	25.93
Hispanic or Latino	125	121	96.8	66.12	121	96.8	22.5
White	104	102	98.08	80.39	102	98.08	35.29
Tow or More Races	19	19	100	63.16	19	100	21.05
Socioeconomically Disadvantaged	137	134	97.81	61.19	134	97.81	20.9
Students with Disabilities	21	21	100	9.52	21	100	4.76

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

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'.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2015-16)	97.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2014-15)	38.1%

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

Workforce Preparation (School Year 2015-16)

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.

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?	899
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	23.6%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.1%

Career Technical Education Participation (School Year 2015-16)

The chart illustrates enrollment in the Career Preparation program.

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 (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

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 2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.2%	20.9%	35.4%
<i>*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.</i>			

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 2016-17)

Parents and the community are very supportive of the education program at our 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

To receive a high school diploma, students must fulfill state and district graduation requirements. The minimum state course requirements for graduation include:

- Three years of English
- Two years of mathematics (including Algebra I)
- Three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics)
- Two years of science (including biology and physical science)
- Two years of physical education
- The choice of: one year of foreign language; visual and performing arts; or career technical education. For purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language

Students who successfully complete Algebra I in middle school must still complete a minimum of two years of mathematics in high school. Recognizing that these 13 courses of preparation are state minimum requirements, local school boards often set local graduation requirements that exceed the state-mandated requirements

For students who began the school year in the 12th grade, the table displays the percent of students who met all state and local graduation requirements.

Completion of High School Graduation Requirements			
	School	District	State
All Students	96%	87.6%	85.7%
African American/Black	175%	150%	76.9%
American Indian or Alaska Native	50%	133.3%	74.9%
Asian	71.4%	66.7%	92.8%
Filipino	0%	500%	96.8%
Hispanic or Latino	94.1%	84.1%	84.5%
Native Hawaiian or Pacific Islander	100%	80%	84.9%
White	89.2%	87.6%	87.2%
Two or More Races	146.2%	104.2%	91.4%
English Learners	50%	35.4%	50.9%
Socioeconomically Disadvantaged	47.4%	48.1%	76.6%
Students with Disabilities	107.1%	103.5%	68.4%

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.

Graduation & Dropout Rates						
	Dropout			Graduation		
	12-13	13-14	14-15	12-13	13-14	14-15
School	4.3%	2.8%	0.4%	94.6%	97.2%	99.3%
District	6.2%	5.8%	4.6%	87.5%	87.7%	91.7%
State	11.4%	11.5%	10.7%	80.4%	81.0%	82.3%

State Priority: School Climate

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

- Pupil suspension and 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		
	13-14	14-15	15-16	13-14	14-15	15-16
School	2.57	3.07	3.98	0.00	0.00	0.00
District	4.91	2.37	4.04	0.00	0.00	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

Safe School Plan (School Year 2016-17)

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. The plan was last updated in 2016. 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.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. 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	-	Year 3
# of Title I Schools Currently In PI	-	2
% of Title I Schools Currently In PI	-	100.0%

Advanced Placement Classes (School Year 2015-16)

Galt Joint Union High School District 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 on the left.

Advanced Placement Classes	
	# of Courses
English	1
Foreign Language	1
Mathematics	2
Science	3
Social Science	4
Totals	11
Percent of Students in AP Courses	32.67%

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:								
				1-20 Students			21-32 Students			33+ Students		
	14	15	16	14	15	16	14	15	16	14	15	16
By Subject Area												
English	25	25	26	20	16	6	19	25	32	13	10	6
Mathematics	25	26	27	13	9	1	18	24	33	10	7	2
Science	28	27	28	2	2	3	12	13	16	5	3	4
Social Science	27	26	27	5	7	1	24	19	34	8	9	6

Counseling & Other Support Services (School Year 2015-16)

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 1:588. 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.

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	4	4.0
Outreach Consultant	1	0.5
Psychologist	1	1.0
Resource Specialist Aide	2	2.0
Special Education Coordinator	1	0.5
Technology Aide	1	0.5
Technology Coordinator	1	0.5

Professional Development

Galt High School offered three staff development days during the 2015-16 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 2015-16 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.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit Galt's public libraries which contain numerous computer workstations.

School Site Teacher Salaries (Fiscal Year 2014-15)

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	\$72,352
District	\$71,808
Percentage of Variation	0.8%
School & State	
All High School Districts	\$75,859
Percentage of Variation	-4.6%

Teacher & Administrative Salaries (School Year 2014-15)

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.

Average Salary Information		
Teachers - Principal - Superintendent		
2014-15		
	District	State
Beginning Teachers	\$34,854	\$45,265
Mid-Range Teachers	\$68,846	\$72,281
Highest Teachers	\$91,263	\$94,342
Elementary School Principals	-	-
Middle School Principals	-	-
High School Principals	\$128,535	\$127,317
Superintendent	\$148,581	\$168,625
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.0%	34.0%
Administrative Salaries	8.0%	6.0%

District Expenditures (Fiscal Year 2014-15)

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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,477
From Supplemental/Restricted Sources	\$317
From Basic/Unrestricted Sources	\$5,100
District	
From Basic/Unrestricted Sources	\$7,558
Percentage of Variation between School & District	-32.5%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	-10.2%

District Revenue Sources (Fiscal Year 2015-16)

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	TRANSPORTATION
Title I	WORKABILITY
Title II	Title III
Title X	