Liberty High School

12220 Road 36 • Madera, CA 93636 • 559-645-3500 • Grades 9-12
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year
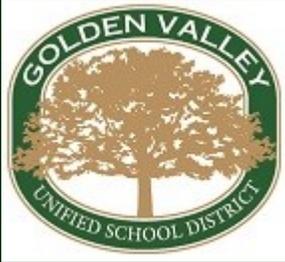
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School Description

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

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

In June, 2005, Liberty High School celebrated its first class of graduating seniors. Total number of students enrolled in the fall of 2018 is 565. Liberty High School's administrative leadership includes one Principal, one Learning Director, one Guidance Counselor and a .5 Guidance Learning Specialist. The teaching faculty is composed of 30.0 FTE's. The Library is staffed by a 6-hour Library technician and the LHS Library Media Specialist. A District psychologist is available to students for 2.5 days and also on an as-needed basis. There are 5 clerical classified staff on site that provide a combination of full-time and part-time student support safety and health services.

English is the predominant language of the student body.

There is one instructor and one paraprofessional assigned to assist the EL students. There are 5 6-hour special education para professionals serving RSP and SDC classes. Each Special Education instructor has a paraprofessional assistant that is assigned to support students. An additional paraprofessional was assigned to SDC in 2011-12 school year due to a higher number of students in the program.

School facilities include:

Administration / Library bldg – two classrooms (one computer lab)

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

Arts bldg – four classrooms and a lobby (one computer lab)

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

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

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

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

The entire campus is connected to the Internet, with every student and teacher supplied an electronic device. The library has a computer lab with 30 computers purchased in 2012 funded by a grant from Chuckchansi Tribal Council. Teachers can use this lab on a checkout basis for whole class projects. Liberty High School has also implemented Hawks on Tablets in 2013 and have a fully on-to-one device program as of the 2015-2016 school year.

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

The Library has computer workstations available to students. Each classroom has its own phone. All teachers, staff, and students have e-mail addresses. Every classroom has an interactive projector that can be synced to the teacher's tablet to conduct instruction. Teachers can also request media resources from the Madera County Office of Education.

There are a total of 65,650 instructional minutes provided to the students under the present schedule and 181 days of instruction. Liberty High School has an early release schedule on six Mondays throughout the year to allow time teachers for staff development.

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

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

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

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

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

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

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

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

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

Liberty High School Expected Schoolwide Learning Results (ESLRs)

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

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

Working Hard for Excellence
- All students will meet local graduation requirements by completing a rigorous stndards-based curriculum

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

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

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	125
Grade 10	146
Grade 11	140
Grade 12	125
Ungraded Secondary	5
Total Enrollment	541

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	1.3
Asian	3.0
Filipino	1.1
Hispanic or Latino	36.2
Native Hawaiian or Pacific Islander	0.0
White	55.1
Socioeconomically Disadvantaged	40.3
English Learners	1.3
Students with Disabilities	10.5
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Liberty High School	16-17	17-18	18-19
With Full Credential	28.5	30	28
Without Full Credential	1.5	2	3
Teaching Outside Subject Area of Competence	0	0	0
Golden Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	99
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Liberty High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Bedford/St. Martin Advanced Language and Literature (For Honors/Pre-AP) -10 th - 2016 Literature and Composition (AP) - 2011 The Language of Composition (AP) - 2013 Holt McDougal Literature 9 - 2012 Literature 10 - 2012 Literature American (11) - 2012 Literature British (12) - 2012 Norton, W.W. & Co.: Norton Anthology Volumes 1 & 2 (AP) - 2006 The California State University: Expository Reading and Writing Course (ERWC) (Semester one and Semester two) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Holt McDougal: Pre-Calculus – California Edition - 2004 Calculus of a Single Variable - 2002 Understandable Statistics - 2006 Cengage: Business Math - 2006 Pearson: Math 1 Vol. 1 & Vol. 2 (Consumable and Online) - 2014 Math 2 Vol. 1 & Vol. 2 (Consumable and Online) - 2014 Math 3 Vol. 1 & Vol. 2 (Consumable and Online) - 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Holt McDougal: Earth Science - 2003 Pearson: Biology - 2002 Developing Leadership & Communication Skills Ag - 2004 Human Anatomy and Physiology, 9 th Ed. - 2013 Campbell: Biology in Focus {Ap Edition} - 2014 Glencoe: Chemistry Matter and Change - 2002 Physics Principles and Problems - 2002 College Physics: A Strategic Approach - 2015 Cengage: The Science of Agriculture: A Biological Approach - 2007 Art of Floral Design - 2000 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
History-Social Science	Holt McDougal: Modern World History, Patterns of Interaction: 2003 The Americans: Reconstruction. To the 21st Century: 2003 Macmillan: A History of Western Society (AP): 2006 Glencoe: Economics, Today and Tomorrow: 2003 US Government, Democracy in Action: 2003 Pearson: Government in America: People, Politics & Policy: 2006 Out of Many: A History of the American People (AP): 2011 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Holt McDougal: En Español 1; 2000 En Español 2; 2004 En Español 3; 2004 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	Glencoe: Health, A Guide to Wellness; 2003 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Required equipment, materials and textbooks are available for all Visual & Performing Arts courses. No unadopted textbooks are being used. **The textbooks listed are from most recent adoption:** Yes

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/30/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

Subject	2017-18 CAASPP Results for All Students Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	84.0	72.0	59.0	60.0	48.0	50.0
Math	33.0	41.0	45.0	48.0	37.0	38.0

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

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

Subject	CAASPP Test Results in Science for All Students Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.9	17.0	54.7

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	135	134	99.26	72.39
Male	65	64	98.46	67.19
Female	70	70	100.00	77.14
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	53	100.00	60.38
White	78	77	98.72	80.52
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.00	57.14
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	135	135	100	40.74
Male	65	65	100	35.38
Female	70	70	100	45.71
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	53	100	26.42
White	78	78	100	51.28
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	49	100	22.45
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
Parental and community involvement is a very important component of the Liberty High School program. The students, teachers, and administration at Liberty High School are very fortunate to have strong support from parents who serve in many ways. Parents serve on School Site Council to provide input on the instructional program and advice on the use of categorical funding. Parents also participate in various athletic, music, and curricular booster organizations. Volunteers are readily available to support ongoing school activities. Principal Round-tables are held regularly to allow parents and community members to visit with the principal, ask questions or voice concerns that they might have.

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

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Liberty High School has a Safe School Plan that is reviewed and updated annually. Plans are reviewed with staff annually often at the beginning of each School Year. Our LHS School Site Council (SSC) approves our Safe School Plan. Emergency drills are conducted to prepare students and staff in the event of an emergency. We strive to maintain a safe, clean, respectful and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff help keep the campus clean and litter free. Site maintenance staff surveys their campus as the first order of business each day. They insure the campus is clean, any vandalism is corrected, and that the campus is presentable and representative of the priority Golden Valley Unified School Board sets on safety and appearance. Liberty High School's comprehensive safety plan was reviewed and updated in September of 2017 by the LHS faculty. The plan with any changes is approved by the Golden Valley Unified School District Board of Trustees annually.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	7.1	11.4	10.4
Expulsions Rate	0.3	0.0	0.2
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	6.5	6.4	6.1
Expulsions Rate	0.2	0.0	0.1
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.4
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	285

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	**Average Class Size**			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English	24.0	26.0	25.0	7	8	6	14	8	9	4	7	6
Mathematics	24.0	20.0	20.0	5	8	14	11	6	11	3	1	
Science	24.0	27.0	24.0	6	5	5	8	3	7	1	5	3
Social Science	28.0	29.0	27.0	1	3	6	12	7	3	2	5	6

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

Professional Development provided for Teachers

The 2015-2016 and 16-17 school year focus is building cross-curricular literacy strategies in reading and writing, and enhancing student collaboration effectiveness. The cross-curricular literacy development centers around creating organic classroom strategies in the areas of quick writes and the into-through-beyond process of setting up student reading assignment. The development of collaboration strategies will use the new CA ELD Standards as a collaboration rubric and numerous Kagan strategies. LHS has 6 early release days in the academic year that allow us to meet as a staff in order to plan and coordinate instruction.

For 2018-2019, our professional development focus will be on the following:

1. Apply school-wide cross-curricular literacy strategies for reading and writing, and student collaboration strategies in all disciplines.
2. Improve Teacher and Admin technology literacy and competency, in both scope and application.
3. Develop school-wide daily learning objective and EDI instructional strategies, used in every LHS classroom.
4. Make significant progress towards completion of the WASC Self- Study for 2018-2019.
5. Improve the Standard Met and Standard Exceeded areas of the CAASPP testing for both mathematics and language arts to the following:
Mathematics Standards Met / Exceeded: 40% to 46%
Language Arts Standards Met / Exceeded: 73% to 76%

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$39,065	$45,681
Mid-Range Teacher Salary	$58,994	$70,601
Highest Teacher Salary	$74,675	$89,337
Average Principal Salary (ES)	$93,644	$110,053
Average Principal Salary (MS)	$93,644	$115,224
Average Principal Salary (HS)	$105,786	$124,876
Superintendent Salary	$159,657	$182,466
Percent of District Budget		
Teacher Salaries	32.0	33.0
Administrative Salaries	8.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$7,887.34	$1,893.01	$5,994.33	$60,356
District	◆	◆	$3020.38	$60,430
State	◆	◆	$7,125	$71,392
Percent Difference: School Site/District			66.0	-2.2
Percent Difference: School Site/ State			-9.2	-14.3

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

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

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

Liberty High School	2014-15	2015-16	2016-17
Dropout Rate	2.2	0.0	0.0
Graduation Rate	94.9	98.4	97.1
Golden Valley Unified School District	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	2.1	6.9	5.2
Graduation Rate	93.8	89.9	91.0
California	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	224
% of pupils completing a CTE program and earning a high school diploma	72.59
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	40.6

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	0	♦
English	2	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	2	♦
Science	2	♦
Social Science	4	♦
All courses	10	26.2

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2017**		
	School	**District**	**State**
All Students	96.4	92.9	88.7
Black or African American	0.0	50.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	0.0	33.3	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	92.2	86.4	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	100.0	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	84.4	76.1	88.6
English Learners	75.0	80.0	56.7
Students with Disabilities	78.6	73.7	67.1
Foster Youth	0.0	37.5	74.1

Career Technical Education Programs

The Career Technical Education courses at Liberty are sequenced and prepare students to enter the workforce, go to community college to increase knowledge, or attend technical institutions. The courses are ROP
Digital Photography, ROP Robotics and ROP Sports Medicine. In addition, Liberty High School continues to grow its Agriculture program, and currently offers an Ag Mechanics, an Agriscience, and a Floral Design Pathway.

DataQuest

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

Internet Access

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