

GOLDEN VALLEY UNIFIED SCHOOL DISTRICT

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT LIBERTY HIGH SCHOOL

FOR 2008 - 2009

20-75580-2030203
CDS Code

Date: May 20, 2008

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Golden Valley Unified School District

After School Site Council approval, the District Governing Board will receive the School Site Plan at a June Board Meeting.

Analysis of Conditions, Practices and Results

Liberty High School Vision, Mission, and Beliefs Statements

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 Statement

To provide a 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.
- 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's Learning Goals (ESLRs)

Honorable Citizens

- All students will be expected to demonstrate positive character traits through participation within the Character Counts curriculum
- All students will be contributing members of their school and community
- All students will be stakeholders of a positive school culture

Academically Strong

- All students will maintain a cumulative GPA of 2.0
- All students will receive a standards based education
- All students will have the skills necessary for a post-secondary education or career

Working Hard for Excellence

- All students will participate in rigorous/relevant curriculum
- All students will demonstrate responsibility for learning by setting educational and personal goals
- All students will meet local graduation requirements as set forth by the Governing Board

Knowledgeable Individuals

- All students will strive to be proficient in academic state standards
- All students will have the skills to communicate effectively
- All students will have skills necessary to be life long learners
- All students will have knowledge to make informed decisions on local and global issues

Soaring with pride

- All students will participate in co-curricular and extra-curricular activities
- All students will support and maintain a beautiful and safe campus
- All students will develop and establish positive relationships and build traditions

School Profile

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-person school board. Webster Elementary School, Ranchos Middle School and Sierra View Elementary School 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. In June, 2005, Liberty High School celebrated its first class of graduating seniors.

Liberty High School's administrative leadership includes a principal, two learning directors, and two guidance counselors. The teaching faculty is composed of 31 FTE's. The Library is staffed by a full time Library Media Specialist, and a District psychologist is available to students on an as-needed basis. There are 12 classified staff on site that provide a combination of full-time and part-time student support and services.

The enrollment patterns and ethnicity for Liberty High School are illustrated by the following tables:

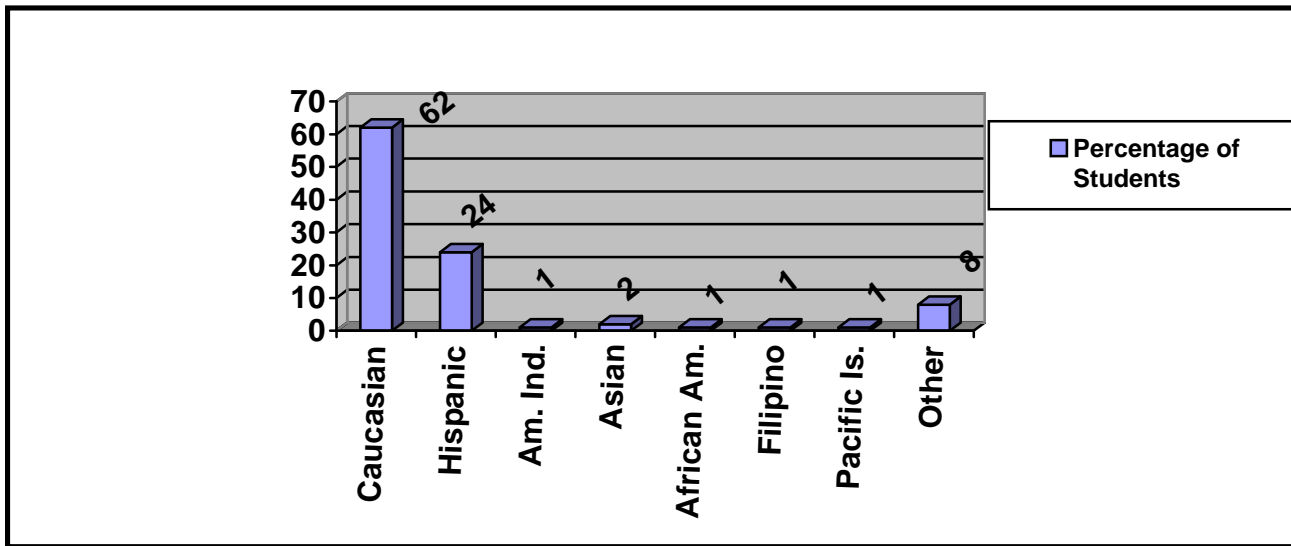
Table 1: Number of Students Enrolled by Gender in October, 2007

Number of Students Enrolled by Gender, Fall 2007					
	9	10	11	12	TOTAL
Male	77	73	82	74	306
Female	80	78	65	63	286
Total	157	151	147	137	592

Table 2: Student Enrollment by Ethnicity-2003-2008

Number of Students Enrolled by Ethnicity from 2003-2008						
	African-American	America Indian/Alaskan Native	Asian	Hispanic/Latino	White Not Hispanic	Multiple/No Response
2003-04	4	4	11	75	200	10
2004-05	5	8	21	107	274	15
2005-06	4	9	22	152	352	14
2006-07	9	9	18	174	382	22
2007-08	4	4	21	143	370	50

Figure 1: Student Enrollment by Ethnicity in October, 2007



The data is based on the October 2007 CBEDS survey. English is the predominant language of the student body. Liberty High School is a “Targeted Assistance” school for students to receive Title I services. There is one instructor and one paraprofessional assigned to assist those students. There is two and a half FTE that oversee RSP and SDC students and their educational needs. Each Special Education instructor has a paraprofessional assistant that is assigned to support students. There is also a SDC class on the site that is run by the Madera County Office of Education.

School facilities include:

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

Cafeteria / Theater bldg – two classrooms

Arts bldg – four classrooms

Science bldg – four classrooms

Gymnasium – two classrooms, two locker rooms

Classroom bldg (2) – twenty classrooms

The entire campus is connected to the Internet, with a minimum of two computers in most classrooms (except the Science labs). It was agreed upon by all teachers that LHS would consolidate as many classroom computers as possible into the creation of a second computer lab so that entire classes could make use of the technology. This second lab is located in the Library Career Tech room and has twenty computers in it. The Library has computer workstations available to students, and the Computer Lab has thirty-five computers for students. Each classroom has its own phone. Ten network-ready televisions with VCR/DVD players are also available for staff. Every classroom has a presentation cart with an overhead projector on it. Teachers can also request media resources from the Madera County Office of Education. All teachers, staff, and students have e-mail addresses.

There are a total of 64,836 instructional minutes provided to the students under the present schedule. Liberty High School has an early release schedule on eight Mondays throughout the year to allow time for staff development.

Liberty High School maintains an outstanding rapport with students, parents, and the community at large. Teachers, students, paraprofessionals, parents, and community were able to build from the ground up and shape the school culture and curriculum. Just as the physical building of Liberty High School required a strong foundation, so did the development of curriculum, a school-wide discipline policy, courses of study, co-curricular activities, grading policies, report cards, and forms and procedures. Support for this school from parents and the community has been overwhelming. The development of a positive school culture is evident by the respect shown and collaboration of all stakeholders.

School Accountability Report Card

A School Accountability Report Card for the 2007-2008 school year is developed by a district administrator in conjunction with the site principal. The SARC is available to all parents via the District website.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. School, district and community barriers to improvements in student achievement:

Findings: Liberty High School has limited Vocational Education course offerings because of the lack of facilities. This will change as Phases III and IV of the construction of the site begins. Shop buildings are part of Phase III construction. ROP Digital Photography, ROP Sports Medicine, and ROP Web Page Design are ROP Classes offered at LHS.

Liberty High School is participating in the MCCAP (Madera Center College Assistance Program) program through the State Center Community College system at Madera Center. This program allows for Liberty High Seniors to enroll in college courses at the Madera Center and receive dual credit (college and high school).

Some students with lower socio-economic background continue to struggle at Liberty High School.

Analysis: Partnerships are still being formed and established with Liberty High School fostering and encouraging community partnerships through work experience programs and a Business Liaison. Some services are provided specifically for SED students such as Counselor's Watch list and Tutorial Services.

2. Alignment of curriculum, instruction and materials to content and performance standards:

Findings: All teachers were given content and performance standards for their content area. Teachers in the core content areas (Math, English, Social Studies, and Science) work to create benchmark exams based on enduring standards and important to know standards by semester for Mathematics, English, Social Science and Science.

Analysis: The school has made significant progress. An analysis of STAR data indicates that the findings are correct.

3. Availability of standards-based instructional materials appropriate to all student groups:

Findings: As indicated in the Williams Report, no book used at Liberty High School has a copyright older than 2002. All textbooks and their resource materials are aligned to the California State Standards. All students have been provided a set of textbooks in most of their classes for use at home, and all teachers have class sets of textbooks for classroom use. Materials for RSP and SDC students are also standards-based. Currently, the needs of the Gifted and Talented (GATE) students are being met in Advanced Placement courses in US History, Calculus AB, Calculus BC, Government, Language and Composition, Literature and Composition, Biology, Art Studio, and European History.

Analysis: All textbooks are state approved and Board approved. The books are in good condition. Each child has a book to use in school and most have a book to take home.

4. Alignment of staff development to standards, assessed student performance and professional needs:

Findings: All District and school professional development opportunities target standards-based alignment and use data to drive educational decisions. Data is carefully examined as related to the results of the California High School Exit Exam and California Standards Tests. The Principal must approve all workshops, conferences, and professional

development opportunities that are funded by Liberty High School. Some staff members continue their professional development through additional course work at universities to increase their knowledge and through the Beginning Teacher Support and Assessment Program for Teachers (BTSA).

Analysis: A Professional Development Plan is developed annually by administration which specifically aligns staff development to standards, assessment, and data analysis. Benchmark exams and performance assessments have been developed through professional development.

5. Services provided by the regular program to enable underperforming students to meet standards:

Findings: Services provided by the regular school program to meet the needs of the low performing students are within the equal access to quality education and curricular programs provided by the teaching staff. Algebra 1 Block is a program being offered to students who have underperformed in Algebra. Close monitoring of student achievement and progress, matched to content standards, is the strength of the regular program. An additional section of AVID (Advancement via Individual Determination) was added for the 2006-2007 school year. The program was established to help students with study skills and to make a critical decision about their future outside of high school.

Analysis: Intervention programs are in place to meet the needs of underperforming students in meeting the State standards. Continued efforts in providing services that meet the needs of English Learners and Special Education students is on the forefront.

6. Services provided by categorical funds to enable Underperforming students to meet standards:

Findings: To enable underperforming students to meet state standards, categorical funds supply the following resources: administrative oversight, paraprofessional assistants, a teacher to assist in a math intervention class for students having difficulties in Algebra 1 Block, an English Language Development teacher to address the needs of English Language Learners, and tutors to address the needs of all students struggling in Math.

Analysis: Categorical funding to enable underperforming students to meet standards is put to good use.

7. Use of state and local assessments to modify instruction and improve student achievement:

Findings: The California Standards Tests (CST) and California English Language Development Test (CELDT) are two state assessments used to modify instruction and improve student achievement. The CAHSEE is also used to improve student achievement. Teachers have developed six and twelve week benchmark exams in all tested core content areas. Student report cards and teacher-made or publisher-developed tests provide important information and drive instruction.

Analysis: The use of State and local assessments to modify instruction and improve student achievement are strengths of the school. CST Action Plans are developed to provide a more pinpoint direction in meeting the needs of all students.

8. Teacher collaboration by department (9-12):

Findings: Liberty High School and Ranchos Middle School have worked in Vertical Team Meetings throughout the year collaborating and developing curriculum and writing benchmark assessments. Teachers collaborate through department meetings and review disaggregated data.

Analysis: Vertical Teaming, 7-12, is a strength of the school. A concerted effort in aligning curriculum by grade level and developing common assessments where appropriate has been made.

9. Family, school, district and community resources available to assist these students:

Findings: The following agencies or programs are available to assist students in need:
Before school Tutorials in all subjects (twice weekly) and daily CAHSEE Preparation
AVID Tutors
School Counselor and Psychologist
Anger-Management programs offered through Madera County
Paraprofessionals in classes
Supplemental course offerings
Open lines of communication with all stakeholders
Valley Children's Hospital if home-hospital care is necessary
Summer School

Analysis: All of the above resources are in place.

Academic Success

Academic Performance Index Results

Since its opening in 2001, Liberty High School teachers have worked in vertical teams to learn (1) how to understand and implement standards-based practices, (2) what to expect from students in a standards-based system, (3) how to build assessments and criteria that meet standards, (4) how to plan instruction so that every student has access to practice and learn, (5) what to look for in student work and how to plan future direction, and (6) the importance of focusing, understanding, and learning how to meet the challenge of the achievement gap. Many “aha’s” came from the sessions, such as if one begins with the end in mind, he will start with a clear understanding of where he is going, and “We need benchmark assessments.”

Three basic questions comprised many discussions: (1) What do we want student to know, understand, and be able to do? (2) How will we know if students have learned what we have taught? (3) What will we do to ensure students learn? and (4) What will we do about it they don't? All teachers working together in collaborative groups using their textbooks and the model curriculum standards put the standards they teach into a three circle audit. The outer ring of the circle contains standards with which students should be familiar. The middle ring specifies important knowledge and skills that are prerequisites to accomplish successful key demonstrations. The inner ring contains the “enduring understandings,” the big ideas that students should retain.

Although test results were not at the level to which teachers aspired in 2004-2005, teachers remained steadfast working with standards with even greater intensity and refinement which brought increased results in 2005-2006 and 2006-2007 (Table 1).

Table 1: Academic Performance Index Results

Academic Performance Index					
Year	API Score (Growth)	Statewide Rank	Similar Schools Rank	Required API Score for Next Year (Actual Score)	Met API Target? (+/- target)
2003-04	736	8	8	707	Yes +34
2004-05	680	5	1	686	No -56
2005-06	763	8	9	768	Yes +89
2006-07	780	9	9	785	-

The drop in API from 2003-04 to 2004-05 was mainly due to a change in the formula used to derive API. The CDE now expects students to test in science for three years (even though they only recommend a two-year graduation requirement); very few freshmen at that time were enrolled in any science courses. As a result, those freshmen not taking science were given a score of 200, significantly dropping our scores in science, and dropping our API as well.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To achieve AYP goals, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments (CST's)
- Requirement 2: Percent proficient on the state's standards-based assessments (CST's)
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Table 2: AYP Criteria—School Wide

School Wide	School				
All Students	2003	2004	2005	2006	2007
	No	Yes	Yes	Yes	Yes

**Table 3: AYP Participation Rates and Proficiency Levels
School Wide and Subgroups**

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: “-” means that the student group is not numerically significant.*

School Wide and Subgroups	School					District				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
All Students	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
African American	-	-	-	-	-	-	-	-	-	-
American Indian/ Alaska Native	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-
Filipino	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	-	-	-	-	-	-	-	-	-	-
White (not Hispanic)	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Socio-economically Disadvantaged	-	-	-	-	-	-	-	-	-	-
English Learners	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-

Conclusions from Parent, Teacher, and Student Input:

Liberty High School students are predominantly Caucasian, with an increasing Hispanic population; the majority of students are middle class with less than 25% of students qualifying for Free and Reduced Lunch programs. The English Learner population is small as well, at just over two percent, especially in comparison with the rest of the San Joaquin Valley.

With an API of 780, Liberty High School is one of the top academic performing high schools in the valley. There has definitely been a focus on improving student learning and the API. Teachers meet by department in the fall of each year to analyze state testing results and write action plans that address the most notable weaknesses. To address student apathy, a student-led program call the STAR Incentive Plan was devised, giving privileges and rewards to students showing gains in test scores. An example: a school wide goal of a 750 API was established two years ago—if that goal was met, students would be rewarded with five additional minutes during the lunch period. That goal was met and a 40 minute lunch versus the 35 minutes of the previous year was established. Individual rewards included a VIP lunch line, off campus privileges to underclassmen, and discounts on school merchandise. Even with this success there is definitely room for academic improvement for the majority of students at LHS, and some fluctuations in numbers need to be addressed.

During the 2004-2005 school year Liberty high School earned an API of 680. The extreme drop in API from the previous year was due predominantly to one area: science. When LHS had established its original local graduation requirements, a computer class was a freshman requirement, not science. No one in the district was aware that the formula for deriving the API had changed and that all 9-11 grade students were expected to take a test in science. It was known that all students enrolled in a science course would take a subject test in that area, however, it was not known that if students were not enrolled in a science class (therefore ineligible to take a test in science) the school would be penalized with a score of 200 for each of those non-tested students. During the 2004-2005 school year, only 14 of 146 freshmen were enrolled in a science course—with that many students receiving a score of 200 in science, the school's API dropped significantly. Once it was known what happened, the school quickly made sure all of its freshmen were enrolled in science. It was also a concern of staff and students alike that lack of effort played a role as well. Because of this perceived lack of effort, the LHS STAR Incentive Plan was developed to help boost student morale in test-taking.

It is also obvious in analyzing STAR testing data that while LHS students predominantly perform well in Language Arts, Science, and Social Science, students are lagging in mathematics. Language Arts has remained a strength of students at LHS and improvement has been seen in both science and social science. Mathematics appears to be a weakness for most students.

The school has made a concerted effort to keep student attendance a priority; students that attend school are more likely to learn! The site SART plan feeds into the district's SARB plan with constant interventions along the way to help support students in forming good attendance habits. The school has averaged nearly a 96% attendance rate over the past three school years, well above the state average. For the 2005-2006 school year, Liberty High School recorded the highest Average Daily Attendance percentage of all schools in the District.

The school on several occasions has noted the success of Liberty High School students on the California High School Exit Exam. Of the Class of 2006, 135 of 139 students were able to pass the CAHSEE by the time of graduation. Members of the Class of 2008 have shown even greater success: 100% of the class has passed both the Language Arts and Math portions of the CAHSEE!

Students are increasingly willing to challenge themselves academically. The number of Honors and Advanced Placement courses and the number of students who enroll in them have risen significantly. Nearly one-third of the students at Liberty High School are enrolled in at least one honors or AP course. With the AVID program, the school expects to see the number of students enrolled in AP courses increasing still.

Critical Academic Needs

The areas that are most in need of continued, sustained focus are:

- 1. Mathematics**
- 2. English Language Arts**
- 3. Expansion of Career Technical program**

The most glaring need of Liberty High School students is in the area of mathematics. Only 20% of our students are at Proficient or Advanced on California Standards Tests which is well below the state's district average of 40%. In addition, more than 20% of our students receive an "F" or "D" grade each semester in Algebra 1 or Geometry.

Students at Liberty High School are generally high performing in all core subject areas with the exception of Math. While English Language Arts is recognized as the strongest overall area for students at LHS, writing conventions, word analysis and academic vocabulary are areas of concern. This is indicated by slight dips in CST scores in all of these areas. Focusing on these key areas will improve academic achievement in all core curricular areas.

The core course offerings for Liberty High School are expansive for a school of its size. AP classes are offered in every core department and college-bound students are able to easily meet A-G requirements by taking the courses currently available. The school also has a strong fine arts program and there are other courses that meet many student needs. This being said, there are few courses at LHS that can truly be thought of as Career Technical in nature. There are three ROP courses currently being offered and digital photography and foods classes can be considered career oriented as well. With the soon to be built addition to the campus of a Career Technical Education building, the program needs to be established in a way to ensure it meets student needs—especially those students who are not planning on attending a four-year university and would appreciate the option of courses that would assist in preparing them for careers.

School Goals for Improving Student Achievement

The following are specific goals for improving student achievement:

1. Goal #1: Increase student achievement in the area of Mathematics, specifically to narrow the achievement gap between student subgroups.
2. Goal #2: Increase student achievement in the area of Language Arts, specifically to narrow the achievement gap between student subgroups.
3. Goal #3: Educate all students in a learning environment that is safe, drug-free, and conducive to learning

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the California English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Teacher-Learning Plan

Dates: Begin: End:	DESCRIPTION OF SPECIFIC ACTIONS TO IMPROVE EDUCATIONAL PRACTICE	Budget	STUDENTS SERVED TARGET POPULATION						ACCOUNTABILITY SYSTEMS		
			All	SpEd	GATE	EL (LEP)	Title 1	Other	Person Responsible	Assessment Strategies	Goal(s) Addressed
Ongoing	<p>1. <i>Alignment of instruction with content standards:</i> 1.1 Using textbooks, state content standards, and other supporting materials, standards will be taught, assessed, and monitored by teaching staff and support personnel</p>	\$8,977	X						Principal LD Teaching Staff	Action Plans Benchmark Exams Other Local Assessments	Goal #1 #2
Ongoing	<p>2. <i>Improvement of instructional strategies and materials:</i> Instruction will be differentiated based on the needs of the students Curriculum will be backward mapped Curriculum Maps utilized Benchmark exams Supplementary materials will be purchased for EL students AVID methodologies schoolwide MICA support services Implementation of research based instructional strategies</p>	\$50,105	X						Principal LD Teaching Staff	Benchmark Exams Staff Meeting agendas Purchase orders for materials	Goal #1 #2
Ongoing	<p>3. <i>Extended learning time:</i> Before school tutorials Algebra 1 Block Reading Strategies CAHSEE Prep class After school tutorials</p>	\$48,936	X	X	X	X	X	X	Principal LD Teaching Staff	Attendance Sheets Improved scores in Edusoft	Goal #1 #2 #3
Ongoing	<p>4. <i>Staff development and professional collaboration:</i> Continue with vertical teams Examine student work Emphasize data analysis to guide</p>	\$73,371	X	X	X	X	X	X	Principal LD Teaching Staff	Staff development sign-in sheets Conferences	Goal #1 #2 #3

	instruction Support MICA program Emphasize research based instructional strategies Emphasize instructional strategies to more effectively utilize block periods									Agendas SSP Grant	
Ongoing	5. <i>Involvement of staff, parents, and community, including data interpretation:</i> Safe Schools, Healthy Kids, and site surveys Back to School Night, Open House, and parent meetings Provide parents with current assessment results	\$7,650	X	X	X	X	X	X	Principal LD Guidance counselors Teaching Staff	Sign-in sheets Special Events Calendar Progress reports Surveys	Goal #1 #2 #3
Ongoing	6. <i>Supplemental services for students and parents (including transition from grade-to-grade and school-to-school):</i> Individual Parent/Teacher conferences Transition conferences and meetings	\$1,500	X	X	X	X	X	X	Principal	10 th grade counseling Parent meeting agendas AB 1802 Counseling requirements	Goal #1 #2 #3
Ongoing	7. <i>Monitoring program implementation and results:</i> Benchmark tests will be given to check for progress Pacing charts will be utilized to monitor progress toward teaching essential standards California Standards Test results will be analyzed for individual students to note gaps in achievement and instruction and standards that need reinforcement Edusoft services will be purchased each year Drug-sniffing dogs (KIDS) will be utilized for safety	\$20,000	X						Principal LD	Log of dates dogs are on campus Standards-Based Curriculum Binders Purchase Order for Edusoft	Goal #1 #2 #3
Ongoing	8. <i>Increased Educational Opportunities:</i> ELD support, paraprofessionals Character Counts education through community service opportunities Access to AVID program Access to AVID tutors	\$36,632	X	X	X	X	X	X	Principal LD Teaching Staff	Master Schedule AVID certification ILP's	Goal #1 #2 #3

Budget Total = \$247,171

Centralized Services Expenditures

Following are the Centralized Services provided by the Department of Educational Services:

In order to receive funds through the Application for Funding Consolidated Categorical Aid Programs, the District must assure that it has developed a management system to support and monitor compliant school and district plan development and implementation. The district is also accountable for funds used to hire staff and to purchase equipment and services which supplement general fund programs and to assure that eligible students in eligible schools are served.

The following Centralized Services are provided by the **Educational Services Department** to comply with these requirements:

- Secure funding through Application for Funding Consolidated Categorical Aid Programs – Title 1, Title II, Title III, Title IV, Title V, School Improvement, 10th Grade counseling, EIA/LEP, Professional Development Grant
- Allocate funds to sites and programs; develop and monitor process for sites and departments to submit budgets
- Monitor programs for compliance and quality/approve expenditures to monitor compliance
- Serve as liaison to District, State, and Federal personnel
- Provide staff development support for programs and budgets
- Provide supplementary services for parent involvement
- Monitor and coordinate Title I and Title V Non-Public School programs
- Facilitate School-Based Targeted Title I Program coordination
- Provide School Site Council training to every funded school if requested
- Assist with technology and program writing
- Coordinate Local Improvement Plan, required for federal categorical funding
- Facilitate Title I and McKinney Grant services to homeless students
- Facilitate supplementary in-service for sites on gender and racial equity
- Provide assistance to sites in CCR Self Study, Validation Reviews, and Plans to Remedy if needed
- Program implementation/compliance preparation checks and publication of appropriate internal reports
- Monitor and coordinate Title III services
- Provide training for parental involvement
- Facilitate the Teacher Quality requirements under Title I
- Develop evaluation procedures relating to categorical programs and school site plans
- Collect data for measurement and evaluation of categorical programs
- Present evaluation reports to site and district audiences
- Data processing support for all the listed activities
- Assist individual teachers on improvement strategies
- Provide consultant services for training and staff development for personnel
- Classified support (personnel, substitutes and supplementary services) for schools
- Coordinate Title II professional development
- Pursue district grant opportunities which support safety and technology goals, as well as academic goals for categorically funded schools
- Monitor expenditures for appropriateness and compliance for English Learners
- Coordinate, articulate and facilitate the services and programs for English Learners K-12
- Disseminate the Master Plan for English Learners

Categorical Funding Allocation

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

State Programs

Funding Source	Funding	Purpose	Funding Source	Funding	Purpose
Professional Development Block Grant (7393)	\$15,113	To enhance staff development opportunities for classroom personnel, supporting activities outside the regular school day or year. The focus is to be on instructional methods, including teaching strategies, classroom management, and other training to improve pupil performance, conflict resolution, intolerance and hatred prevention, and academic content in the core curriculum areas.	School/Library Improvement Block Grant (7395)	\$19,223	To provide funding to library resources including books, periodicals, microforms, audio-visual materials, computer software, CD ROM's, and equipment necessary to provide access to library resources within the school library and from online sources. To improve instruction, services, and school environment. To meet instructional and auxiliary services needs of limited English proficient, educationally disadvantaged, and pupils with exceptional abilities or needs.
Economic Impact Aid (EIA) (7090)	\$28,012	To support compensatory educational services for educationally disadvantaged students and bilingual education services for English Language Learners.	Discretionary Block Grant (7396)	\$6,119	To provide one-time resources to support a variety of uses that sites and districts may select.
Gifted and Talented Education (GATE) (7140)	\$13,379	To provide funding to support unique opportunities for high-achieving and underachieving students who are identified gifted and talented.	Specialized Secondary Program (MICA) (7370)	\$93,276	To provide grant funding for specialized secondary program—Mathematics in Careers Academy
Targeted Instruction Improvement Block	\$7,530	To provide instructional improvement for the lowest	Pupil Retention Block Grant (7390)	\$11,174	The Pupil Retention Block Grant combines funding for

Grant (7394)		achieving pupils in the district.			the following programs that target pupils who require additional assistance to succeed in school: Elementary School Intensive Reading, Intensive Algebra Instruction Academies, Continuation High School Foundation, High Risk Youth Education and Public Safety, Tenth grade Counseling, District Opportunity Classes and Programs, Dropout Prevention and Recovery, Early Intervention for School Success, and At-Risk Youth for Los Angeles Unified School District.
CAHSEE Intensive Instruction and Services (7055)	\$12,815	To support students who have not passed the CAHSEE.			

Federal Programs

Title I (3010)	\$30,132	To ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach minimum proficiency.	Title II, Part A (4035)	\$7,324	To increase the academic achievement of all students by helping schools and districts improve teacher and principal quality through professional development and ensure all teachers are highly qualified.
Title IV (3710)	\$3,074	To prevent violence in and around schools; to stop illegal use of alcohol, tobacco, and drugs; and to foster a safe and drug-free learning environment.			

Total State and Federal Funds = \$247,171

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> 7393 Professional Development Block Grant <u>Purpose:</u> To enhance staff development opportunities for classroom personnel, supporting activities outside the regular school day or year. The focus is to be on instructional methods, including teaching strategies, classroom management, and other training to improve pupil performance, conflict resolution, intolerance and hatred prevention, and academic content in the core curriculum areas. Object Code Expense: 1000 - \$4,072 3000 - \$1,067 4000 - \$1,758 5000 - \$8,217	\$15,113
<input checked="" type="checkbox"/> 7395 School and Library Improvement Program Block Grant <u>Purpose:</u> To provide funding to library resources including books, periodicals, microforms, audio-visual materials, computer software, CD ROM's, and equipment necessary to provide access to library resources within the school library and from online sources. To improve instruction, services, and school environment. To meet instructional and auxiliary services needs of limited English proficient, educationally disadvantaged, and pupils with exceptional abilities or needs. Object Code Expense: 4000 - \$17,822 5000 - \$1,402	\$19,223
<input checked="" type="checkbox"/> 7090 EIA Economically Disadvantaged and English Learners <u>Purpose:</u> To support compensatory educational services for educationally disadvantaged students and bilingual education services for English Language Learners. Object Code Expense:	\$28,012

1000 - \$8,613 2000 - \$2,946 3000 - \$2,190 4000 - \$14,153 5000 - \$110	
<input checked="" type="checkbox"/> 7396 Discretionary Block Grant <u>Purpose:</u> To provide one-time resources to support a variety of uses that sites and districts may select. Object Code Expense: 4000 - \$4,047 5000 - \$2,072	\$6,119
<input checked="" type="checkbox"/> 7140 GATE—Gifted and Talented Education <u>Purpose:</u> To provide funding to support unique opportunities for high-achieving and underachieving students who are identified gifted and talented. Object Code Expense: 4000 - \$11,070 5000 - \$2,309	\$13,379
<input checked="" type="checkbox"/> 7394 Targeted Instruction Improvement Block Grant <u>Purpose:</u> To provide instructional improvement for the lowest achieving pupils in the district. Object Code Expense: 1000 - \$1,500 4000 - \$5,845 5000 - \$185	\$7,530
<input checked="" type="checkbox"/> 7390 Pupil Retention Block Grant <u>Purpose:</u> The Pupil Retention Block Grant combines funding for the following programs that target pupils who require additional assistance to succeed in school: Elementary School Intensive Reading, Intensive Algebra Instruction Academies, Continuation High School Foundation, High Risk Youth Education and Public Safety, Tenth grade Counseling, District Opportunity Classes and Programs, Dropout Prevention and Recovery, Early Intervention for School Success, and At-Risk Youth for Los Angeles Unified School District. Object Code Expense: 1000 - \$7,282 2000 - \$518	\$11,174

3000 - \$1,908 4000 - \$1,466	
<input checked="" type="checkbox"/> 7055 CAHSEE Intensive Instruction and Services <u>Purpose:</u> To support students who have not passed the CAHSEE. Object Code Expense: 1000 - \$5,481 3000 - \$1,438 4000 - \$5,896	\$12,815
<input checked="" type="checkbox"/> 7370 Secondary Specialized Program <u>Purpose:</u> To provide grant funding for specialized secondary program— Mathematics in Careers Academy Object Code Expense: 1000 - \$26,712 2000 - \$13,500 3000 - \$7,654 4000 - \$39,410 5000 - \$6,000	\$93,276
Total amount of state categorical funds allocated to this school	\$206,641

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input checked="" type="checkbox"/> 3010 Title I, Part A: Targeted Assistance Program <u>Purpose:</u> To ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach minimum proficiency. Object Code Expense: 1000 - \$14,075 2000 - \$10,972 3000 - \$4,976 4000 - \$59 5000 - \$50	\$30,132
<input checked="" type="checkbox"/> 4035 Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> To increase the academic achievement of all students by helping schools and districts improve teacher and principal quality through professional development and ensure all teachers are highly qualified. Object Code Expense:	\$7,324

5000 - \$7,324	
<input checked="" type="checkbox"/> 3710 Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> To prevent violence in and around schools; to stop illegal use of alcohol, tobacco, and drugs; and to foster a safe and drug-free learning environment. Object Code Expense: 5000 - \$3,074	\$3,074
Total amount of federal categorical funds allocated to this school	\$40,530
Total amount of state and federal categorical funds allocated to this school	\$247,171

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Rod Chaney				X	
Joanne Doss				X	
Patrick Foster					X
Mike/Nora Hall				X	
Ryan Hansen		X			
Tonya Hudson			X		
Melanie Lewis		X			
Darlea Livengood	X				
Daniela Ljuba					X
Jason Napier		X			
Simone Newcomb					X
Larry Underhill		X			
Numbers of members of each category	1	4	1	3	3

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:
 - Other (*list*)
Directors of Curriculum, Special Education, ELAC, GATE, Categorical Funding for Golden Valley Unified School District.
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on:

Attested:

Darlea Livengood
Typed name of school principal

Signature of school principal

Date

Joanne Doss
Typed name of SSC chairperson

Signature of SSC chairperson

Date

**Liberty High School Site Council
Bylaws**

ARTICLE I

The name of this council shall be Liberty High School Site Council.

**ARTICLE II
Role of Council**

- Become knowledgeable about various programs and components that make up the total operation of the school.
- To discuss (as representatives of the community) the effectiveness and appropriateness of these programs and components, relative to the goals of the school.
- To aid in assessing school community attitudes about the total school program and share this information with the Council.
- To develop and approve the School Site Plan.
- Annually review the School Site Plan, and if necessary, make other modification in the plan to reflect changing needs and priorities.
- Recommend the approval of the School Site Plan as revised to the District Governing Board.
- Participate as necessary in Coordinated Compliance Reviews and Program Quality Review Process
- Meet on a regular basis to become informed, share information, discuss needs and successes, and plan program improvements.
- Plan and approve one-time site expenditures allocated in the annual state budget.

**ARTICLE III
Section I – Size and Composition**

The School Site Council shall be composed of 12 members.

Representation of the council shall include a broad representation of parents and students, including all socioeconomic and ethnic groups represented in the school attendance area: the principal, representatives of teachers selected by the teachers at the school (4), other school personnel selected by other school personnel at the school (1), parents of pupils attending the school selected by such parents (3), and pupils selected by pupils attending the school (3). The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) equal numbers of parents and pupils. Classroom teachers shall constitute the majority of those persons representing school staff. Council members representing parents and/or community members may be employees of the school district but may not serve as a parent representative at the site of employment. A set of parents may be elected to serve as one (1) parent representative; either both or one may attend meetings and join in discussions but only one parent will vote during meetings.

Section 2 – Term of Office

All members of the council shall serve for a two-year term. Students are nominated and voted for by their peers. Parents volunteer through the registration packet and are voted on by all parents. Teachers are nominated and elected by their peers.

Section 3 – Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council. The elected alternate shall vote in the absence of the representative. Absentee ballots shall not be permitted.

Section 4 – Termination of Membership

A member shall no longer hold membership should he or she cease to be a resident of the area or no longer meet the membership requirements under which he or she was selected. Membership shall automatically terminate for any member who is absent from all regular meetings for a period of three consecutive months. The council, by affirmation vote of two-thirds of all the members, can suspend or expel a member.

Section 5 – Resignation/Vacancy

Any member may resign by filing a written resignation with the local school district governing board. Any vacancy on the council shall be filled for the remainder of the school year by appointment by the chairperson upon approval by the Council.

ARTICLE IV Officers

Section 1 – Officers

The officers of the School Site Council shall be a chairperson, vice chairperson, secretary, and such other officers as the council may deem desirable.

Section 2 – Election and Term of Office

The officers of the School Site Council shall be elected annually and shall serve for one year or until each successor has been elected. This election shall take place in September for the October meeting.

Section 3 – Removal

Any officer may be removed by a two-thirds vote of all members sitting on the School Site Council whenever, in the judgement of the council, the best interests of the council would be served thereby.

Section 4 – Chairperson

The Chairperson shall preside at all meetings of the School Site Council. In the absence or disability of the Chairperson, the vice chairperson will assume the duties of the Chairperson.

Section 5 – Secretary

The secretary shall keep the minutes of the meetings, both regular and special, of the School Site Council and shall provide copies to the school secretary for distribution to members. The school will keep a register of the address and telephone number of each member of the School Site Council and will send notices of meetings and/or agendas to the members and public as needed.

ARTICLE V Meetings of the School Site Council

Section I – Regular Meetings

The School Site Council shall have quarterly meetings and one Orientation meeting. The quarterly meetings will be scheduled towards the end of the six and twelve week grading periods for each semester. The orientation meeting is to be held during the month of September. Special meetings may be called by the chairperson or by majority vote of the School Site Council.

Section 2 – Notice of Meetings

Public notice shall be given of regular meetings at least 72 hours in advance of the meeting. Any change in the established date, time, or location must be given special notice. All special meetings shall be publicized. Any required notice shall be in writing; shall state the day, hour, and location of the meeting; and shall be delivered either personally or by mail to each member not less than seventy-two hours or more than two weeks prior to the date of such meeting.

Section 3 – Decisions of the School Site Council

All decisions of the School Site Council shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

Section 4 – Quorum

The presence of 50 % + 1 of the total membership shall be required in order to constitute a quorum necessary for the transaction of the business of the School Site Council. A minimum of 2 parent members must be present.

Section 5 – Conduct of Meetings

All regular and special meetings of the School Site Council shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaptation thereof. All regular and special meetings of the School Site Council and of its standing or special committees shall be open at all times to the public.