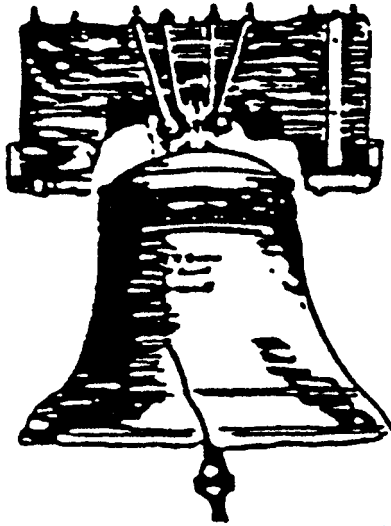


LIBERTY HIGH SCHOOL

S A R C

(School Accountability Report Card)

2000 - 2001 ANNUAL REPORT



Striving for Excellence

810 Niblick Road • Paso Robles, CA 93446
(805) 237-3332 • Fax (805) 237-3466

PRINCIPAL'S MESSAGE

from Ed Chagoya



This report card provides for parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

Liberty High School Goals

- ◆ To provide an individualized program that will enable students to complete the required academic courses of instruction to graduate from high school.
- ◆ To provide opportunities for students to develop attitudes and skills that lead to becoming productive and contributing members of society.
- ◆ To provide a work-study schedule and offer intensive guidance services to meet the special needs of pupils with behavior and/or severe attendance problems.
- ◆ To provide an occupational development program which includes: work study, career counseling, and job placement services as a supplement to classroom instruction.
- ◆ To serve those students whose needs cannot be met in the comprehensive high school.

As you read this report card, I believe you will discover a school with a fine record for helping students who previously had difficulty in school. You may request additional information regarding the report card by calling the school office.

Introduction

Under Proposition 98, an initiative passed by California voters in November 1988, schools in California are required to prepare an annual School Accountability Report Card assessing school conditions. The objective is to inform the local school community about conditions and progress being made at the local school site. The report card is issued annually by local school boards for each elementary and secondary school in the state.

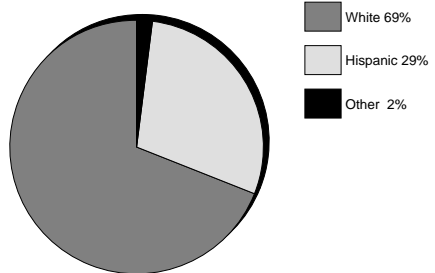
To access the School Accountability Report Cards online, visit our web page at <http://www.pasoschools.org/sarc>.

School Profile

Liberty High School originally opened in 1986 and currently accommodates ninth through twelfth grade students. Our school is a modern continuation high school campus. A new building was constructed in 1991 and was specifically designed for a continuation high school program. Liberty is proud of the ethnic diversity of its student body. The chart to the right represents the ethnic composition for the 2000-01 school year.

Student Ethnic Demographics

Liberty Continuation High School



Community Involvement

Liberty has a work experience program for students working full or part time during the school year. Each year approximately 60 work permits are issued to Liberty students working in the community. These employers provide valuable work experience for students during the school year. In addition, students may receive job training services through the Private Industry Council (PIC). PIC provides up to 500 hours of job training at each site and pays the salary of the student with the understanding the student will be hired on after their training period.

Liberty has a School Site Council which provides feedback on needed changes in curriculum and instructional practices. Community organizations such as Rotary and Kiwanis have donated time and money for school projects.

The majority of our community view Liberty High School as a viable alternative to a comprehensive high school for students whose educational needs are not being achieved at the traditional comprehensive high school



Student Achievement



Liberty High School promotes academic achievement so that our graduates will attain the knowledge, skills, and attitudes which enable success in lifelong academic, personal, occupational, and civic pursuits. Our students are making progress in a wide range of areas.

Reliable measurements and accurate results are essential to making informed decisions and planning effective instruction. In addition to classroom testing, we administer a number of measures to track the progress of student skill mastery. The Stanford 9 is administered statewide to students in grades 2-11 as part of the state's Standardized Testing and Reporting (STAR) program. This norm-referenced test compares a student's performance in various academic subjects against a nationally-normed group.

SAT-9 (STAR Program)

The Stanford 9 (STAR) results below are presented in percentiles. A student scoring at the 50th percentile has scored higher than 50% of the nationally-normed group and is considered to be at grade level.

2000 - 2001 Stanford 9 Results (STAR Program) National Percentile Rank (All Students)

Subject	Year	Ranking
Math	98-99	34
	99-00	22
	00-01	30
Reading	98-99	32
	99-00	25
	00-01	26
Language	98-99	35
	99-00	23
	00-01	30
Science	98-99	26
	99-00	36
	00-01	30
Social Science	98-99	48
	99-00	31
	00-01	44

Academic Performance Index (API)

Academic Performance Index (API), the cornerstone of California's accountability system, measures the academic performance and growth of schools. Small and alternative schools will receive an API score during the 2001-2002 school year for the first time.

Preparing Students to Enter the Work Force

Liberty students may enroll in the full-time or part-time Work Experience Program. Students also receive one hour of work-related instruction per week in their homeroom class.

The Private Industry Council (PIC) offers paid job training, pre-employment skills training, and work-related classroom instruction to PIC-eligible students. The Community Classroom Program offers students the opportunity to gain unpaid job training in the profession of their choice. Students who exhibit desirable work habits receive recognition and rewards through the Awards Assembly, Gold/Silver status & Student Reward Program. Liberty students are required to develop post-secondary plan (PSP) prior to receiving a Liberty diploma.

Preparing Students for the Work Force

Each student enrolled in job training (paid or unpaid) is required to submit a weekly timecard or pay stub and a job evaluation from their site supervisor each semester. The Work Experience Coordinator makes job site visitations and holds periodic phone conferences with site supervisors on student job performance. Homeroom teachers record work experience credits earned by students each semester.

The number of Paso Robles Public Schools graduates who attend college or vocational school is higher than the state average. A recent survey found that 73.8% of the 2000 graduates attend either a two- or four-year college or university, vocational school, or enlist in the military full time after graduation

What were students doing 6 months after graduation?

The table below reflects the results of a survey given to high school students who have graduated from Paso Robles Public Schools. The data is shown in percentage.

Three Year Summary			
	1998	1999	2000
Community College (Full Time)	33.9	38.3	31.7
Four-Year College/University	26.1	36.5	34.5
Technical or Trade School	4.2	2.4	1.4
Military Service	4.5	6.6	6.2
Community College or Four-Year College (Part Time)	6.6	6.0	7.6
Working (not attending schools)	19.4	9.6	16.6
None of the above apply	5.3	0.6	2.1

Instruction and Leadership

Instructional Program /Standards

Paso Robles Public Schools has a high-quality instructional Program. Grade-level standards in math, reading/language arts, science, and social studies are aligned with current state frameworks. The textbooks and programs used in these core curriculum areas were all adopted for use by the California State Board of Education. Following the adoption of state standards in mathematics, science, history, social science, and language arts, the district has been in the process of aligning the district grade level standards to the state standards. A well-trained and dedicated staff works to assist students in meeting the grade-level standards. Textbooks and core instructional materials are provided to all children.

Leadership

The school leadership makes decisions and initiates activities that focus on all students achieving the school-wide Student Outcomes for graduation. Leadership empowers the staff and encourages commitment, participation and shared responsibility for student learning.



Guidance and Assessment

The Post Secondary Plan (PSP) has aided in identifying student success of the school-wide student outcomes. There is district support and harmony in the shared leadership between administration and staff as they focus on achieving school-wide Student Outcomes for graduation.


The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continual school improvement.

Meeting the Needs of Special Student Population

Four teachers have received training in Specially Designed Instruction in English and English Language Development in order to better serve the needs of Limited English Proficient (LEP) students. We assign each student a homeroom teacher that allows teachers to become knowledgeable about their students' academic needs. Title I funds are used to purchase supplemental high interest reading and math materials for students who qualify for Title I services.

Counseling and Other Student Support Services

Paso Robles Public Schools has a Guaranteed Guidance Plan. Below are some of the services provided for students at Liberty High School:

- **Counselors**–Provide students with a balanced range of guaranteed guidance services including academic, personal, and post-secondary (college/occupational) guidance. Counselors are able to supervise and provide group, individual and peer counseling to students. The counselors and a career technician operate a Career Center to provide students with access to career reference materials and a comprehensive career education program.
- 
- **District Nurse**–Works with students who are referred for health needs and supervises hearing, dental and vision screening. The nurse works with physicians and the county health programs to assist in the health care of our students.
 - **Homeroom Period**–All students are assigned a homeroom teacher during their enrollment at Liberty. This homeroom structure allows the teachers to become knowledgeable about their students' academic needs and issues which are interfering with their progress in school.
 - **Librarian**–One Librarian provides direct instruction in the library to students from Liberty High School, Paso Robles High School, and Freedom High School.
 - **Psychologist**–Students with specific learning needs and related special needs are identified and referred for testing as required, and for special placement when appropriate.
 - **Student Study Team**–Consists of an administrator and teaching staff. The team meets on a regular basis to address special needs of the students.
 - **Work Experience Coordinator**–Meets weekly with students enrolled in work experience and monitors job performance of employed students at their places of employment.

Assignment of Teachers

Our teachers are recognized throughout the county, state, and nation for their knowledge and expertise. Our staff is fully credentialed to teach within their subject or specialty areas. More than thirty percent of our teaching staff holds education credentials of a master's degree or above. To honor our outstanding teaching professionals, our elementary schools have been named after former educators in the community. Many of these educators continue to remain active volunteers at their "namesake" schools.

The chart below reflects a credentialing comparison over a three year period:

	1998-99	1999-00	2000-01
With appropriate credential	316	321	342
With emergency credential	8	11	6
Without credential	0	0	0
Working outside subject area of credential	0	0	0
Total	324	332	348

Substitute Teachers

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent. By State law, credentialed teachers may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise. On rare occasions when substitutes are unavailable, administrators and other properly credentialed staff are assigned to cover classes.

Teacher/Staff Training and Curriculum Development

Training/Professional Growth

At Paso Robles Public Schools, there is a comprehensive training and professional renewal program for teachers, administrators, and support staff. In addition, all new teachers are offered district and site training. Topics included in the New Teacher Orientation are classroom management and discipline, district curriculum overview, curriculum planning, and how to access available resources.

Beginning Teacher Support and Assessment (BTSA)

Our new teachers are assisted by district BTSA support providers. These are veteran teachers who help shepherd our new teachers through their beginning years in the profession.

Peer Assistance and Review (PAR)

The PAR program was implemented in the 2000-2001 school year. This program was designed by the state legislature to assist veteran teachers. In Paso Robles, PAR has three major support systems: assistance to tenured teachers who have received unsatisfactory evaluations, assistance to teachers who voluntarily request support, and scholarships awarded by application for professional growth and development. PAR funds are used to provide a teacher-on-leave who assists teachers participating in PAR. A PAR panel consisting of five teachers and four administrators oversees the PAR program.

Staff Development Days

Four staff development days were scheduled during the 2000-2001 school year. The following were topics for these staff development days: (1) Development of action plans for reading-across-the-curriculum and writing-across-the-curriculum programs; (2) reading strategies for content area teachers; (3) revision of expected school-wide learning results (ESLRs); (4) refinement of action plans for reading and writing programs; and (5) development of a career/college planning unit for homeroom classes. In addition to professional development days, teachers receive training through attendance at workshops and conferences supported by state and federal categorical programs or as part of a district curriculum review team.



Workshops were also provided to paraeducators based on job function. Besides professional development days, teachers receive training through attendance at workshops and conferences supported by state and federal categorical programs or as part of a district curriculum review team.

Developing Curriculum

There is an extensive process used to develop new curriculum and to select new textbooks and instructional materials for classroom use. All core curriculum areas (reading/language arts, mathematics, social studies, and science) are reviewed by a committee made up of teachers, administrative staff, parents, and subject area specialists. The committee reviews student achievement data, identifies the current program's strengths and weaknesses, reviews state and national documents, and identifies the goals of the curriculum development process. Elective and specialty courses are developed by teachers working in conjunction with professionals in the field. At the 9-12 level, publishers are contacted and sample materials are requested. All textbooks recommended for adoption are put on public display for a minimum of five days. The public is notified through newspapers, radio, and, when available, school newsletters. The textbook recommendations and course descriptions are then submitted to the Board of Trustees along with any public comments or concerns. A formal challenge process is also available to the public for instructional materials. The committee plans the appropriate professional development activities for staff members and continues to meet during the first year of use to monitor the implementation of the new curriculum and adoption. In 2000-01 curriculum review at the high school level centered around aligning science, mathematics, and English courses with the state standards. We implemented new advanced placement courses in physics and statistics, and developed new courses that would align with the six career pathways.

Teacher Evaluations

Teachers and administration collaborate through an established evaluation system. The principal formally evaluates tenured teachers every two years. Temporary and probationary teachers are evaluated yearly. All teachers are observed frequently. The evaluation may include instructional techniques, adherence to the curriculum, the learning and environments, and other assigned professional duties, as well as monitoring student progress. A formal evaluation includes teacher/administrator conferences, goal setting, classroom observations, and a written evaluation. If a teacher's performance is not effective, the principal identifies areas requiring improvement and develops a program for improvements with the teacher. The principal is evaluated every year by a central office supervisor.

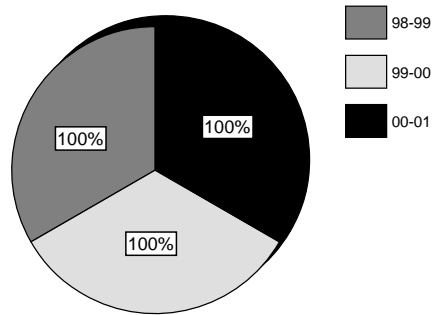
Class Size Reduction, Class Size and Teaching Loads

Class Size Reduction

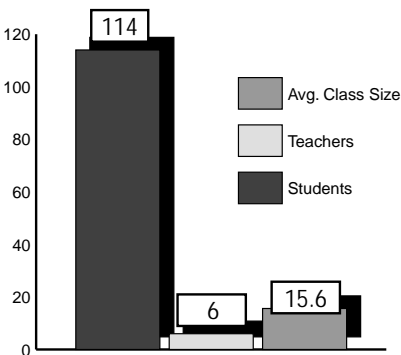
Our schools work to increase teacher attention for each student by keeping student-to-teacher ratios at or below contractual agreements. Since the outset of the Morgan-Hart Class Size Reduction Act in 1989, the Paso Robles Public Schools have implemented class size reduction (CSR) for all ninth grade English and mathematics classes. In addition, with the enactment of Class Size Reduction for primary grades in September 1996, we have implemented class size reduction in grades 1 and 2. Class size reduction in grade 3 was implemented in February 1997 and, for kindergarten students, in September 1997. This has provided class size averages of 20 or lower and an opportunity for individualized teacher/student interaction and performance assessment.

The major goal of class size reduction has been to improve learning for students. To accomplish this, our district has selected additional qualified teachers, established staff development programs to assist teachers in developing and redefining instructional skills, and purchased additional classrooms and instructional materials. Our district has made a significant effort to enhance student learning by achieving lower student/teacher ratios. The chart to the right reflects the percentage of grade K-3 students who attend Paso Robles Public Schools that participated in the class size reduction program over the last three years.

K-3 Class Size Reduction Program Participation



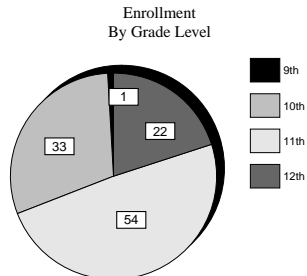
Teacher/Student Ratio



Measuring Class Size and Teaching Loads

To measure class size and teaching loads (which are changing variables in any given school year), we mark a given point in time to assess what the current class totals and ratios are. The most widely used information-gathering technique for districts throughout the state is the *California Basic Educational Data System (CBEDS)*.

The following data reflects the average class size, teacher/student ratio for Liberty High School.



Textbooks and Instructional Materials

Liberty High School has set a high priority on ensuring that there are sufficient and current textbooks and educational materials to fully support the school's instructional programs. School and district work on a continuing basis to evaluate and make recommendations for textbook adoption and support material acquisitions. Each subject area is reviewed on a seven-year cycle following state guidelines. Textbooks and materials are selected based on the course content. The actual selection of textbooks is accomplished by the faculty, and each selection is approved by the Governing Board as required by state regulations. Funding for both textbooks and instructional materials is provided by the state instructional materials budget and the district general fund. Supplemental funding for both reference books and instructional materials is also provided from categorical programs and district-sponsored funds.

Educational Technology

Every classroom is equipped with a TV, VCR, a full set of traditional encyclopedias, numerous computers and printers, multi-media reference tools, electronic application programs, on-line service and access to the Internet. A Video Production class is offered on the Liberty campus through the Regional Occupation Program. Video equipment used includes audio, lighting, camera operation, and both linear and nonlinear editing. A technology class is taught to give students the opportunity to earn a Level I technology certificate. All teachers apply the use of technology tools to enhance teaching and learning in their classroom. Students apply technologies in order to complete class assignments as well as conducting electronic research and presenting projects.

Resources and Support to the Instructional Program

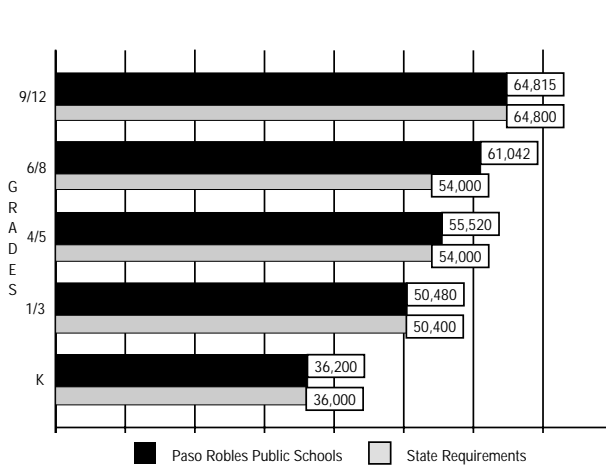
Students receive individual scheduling sessions, portfolio creation, management techniques, and thematic activities which address student outcomes in the homeroom period.

Teachers use current research such as "Dimensions of Learning" as a basis for designing curriculum and instructional practices. Students are challenged and required to perform real life activities by using a variety of technologies to communicate, calculate, collect and create. We stress the use and application of technology in every class offered at Liberty.



Instructional Minutes

Paso Robles Public Schools places an emphasis on the amount of time students spend in class. All district schools meet or exceed state requirements for annual instructional minutes. The chart below reflects the instructional minutes for the 2000-01 school year.

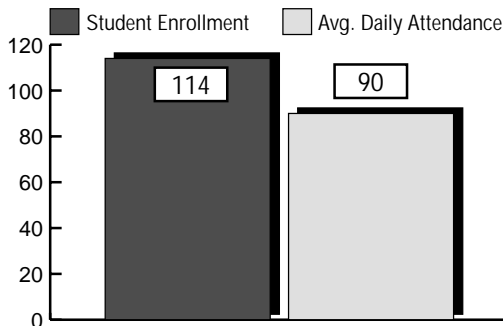


Minimum Days

Minimum days are scheduled on the school calendar on the day before Thanksgiving break, mid-year and the last day of school.

Attendance and Dropout Rates

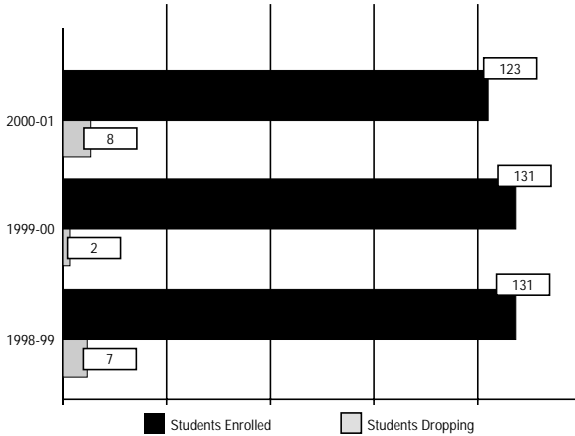
School attendance policies and procedures have been established to assist students in developing responsibility. Student absences are monitored to identify students who need help, and appropriate intervention can take place through student and parent counseling. At-risk students are provided alternative educational programs to meet their needs.



Reducing Dropout Rates

We place a high priority on reducing the number of student dropouts. With district-wide strategies and school and home collaboration, a continuing decline in the number of dropouts is expected.

The table below reflects the dropout rate for Liberty High School over a three-year period



Liberty students have access to drug counseling, teen parenting, vocational guidance, district psychological services and “low cost” counseling in the community and in San Luis Obispo County.

- ◆ *Homeroom* teachers serve as advisors first period each day. A part-time counselor is available for personal and career counseling.
- ◆ *Paso Robles Adult School* office is located on the Liberty campus allowing Liberty students easy access to enrollment in Adult School. AmeriCorp volunteers provide tutoring services for Liberty students.
- ◆ *The Private Industry Council* provides paid job training for students.

Estimated Expenditures and Services Funded

Base Revenue Limit Per Student

The figures below represent the revenue limit, which is the amount that the district receives from the state to educate our students. In the 2000-01 school year, that amount was \$5,068 per student.

2000-01 Expenditures/Special Projects

The chart below reflects expenditures for special projects for students at Liberty High School.

Title I (Chapter I)	\$6,553
Economic Impact Aide	138

Other special grants expended on students at Liberty High School include:

- Community Challenge Teen Pregnancy
- Digital High School
- Ed. Tech. for High Schools
- VEA
- ROP
- School Safety
- Site Block Grant
- Eisenhower

Classroom Discipline and Climate for Learning

Gold and Silver Status

Students may earn Gold or Silver status every six weeks and receive free items from the Student Store. Teachers prepare breakfast for Gold and Silver students every six weeks.

Reward Program/Student Award Assemblies

Students may earn additional items through the Reward Program every six weeks. Student award assemblies are held every six weeks to recognize exemplary student behavior. All staff respond to student needs in a positive and sensitive manner.



Community of Caring Values

All staff model the Community of Caring values (caring, trust, respect, responsibility, and family) for students.

Some of the Program Highlights Liberty High School has to offer our students:

- A Community of Caring School
- California Model Continuation High School
- Highly qualified staff of experienced professionals
- Eight-period day with flexible scheduling
- Individualized instructional program
- Use of computers, videos, laser discs, and other technology for completing assignments
- Graduation credits for approved work experience
- Special counseling/advisory services
- Numerous recognitions and award activities
- Participation in county-wide softball tournament
- Full accreditation through 2002

Grades and Absences

Grades and absences are monitored to identify students who need extra help. Appropriate intervention can take place through student and parent counseling, trained volunteer advisors, guided support groups, group and individual education on substance abuse, child abuse issues, and parenting education.

School Discipline Plan

A written Tardy Policy is implemented every six weeks with incremental consequences for tardies to first period. The Attendance Policy requires students to make up any unexcused absences (partial or all day) by serving detention. The Liberty High School discipline plan contains a code of conduct, school mission and outcomes, attendance and tardy policy, and student behavior standards and consequences.

Liberty High School 2000-01 Suspensions and Expulsions

Number of Students Suspended	Number of Students Expelled
30	1

Safety, Cleanliness and Adequacy of School Facilities

Our school is a modern continuation high school campus. A new building was constructed in 1991 and was specifically designed for a continuation high school program. Facilities include five regular classrooms, one computer lab, one home economics classroom, one science/art classroom and one administration facility, including a serving kitchen, teachers' workroom and staff lounge.

Liberty High School does not have any significant safety concerns. All classrooms open onto a large enclosed courtyard. This design allows easy supervision of students during breaks. All students enter and exit the courtyard through two double doors next to the school office. The courtyard and restrooms are clean and free of trash and graffiti. The classrooms are clean and orderly. Non-students are easily visible and are not allowed to loiter in the parking lot or on campus. Internal security procedures include engraved school equipment for identification and a building alarm set nightly in order to prevent theft and vandalism of school equipment. Crisis and natural emergency plan procedures are communicated to staff and students on a routine basis.

School Safety and Emergency Response Plans

Safe School and Emergency Response Plans are on file at our school and the district office. Plans are regularly reviewed, and staff is trained annually. Evacuation drills are held on an ongoing basis, and staff members using dangerous chemicals also receive training.

There are four key elements of a safe school plan:

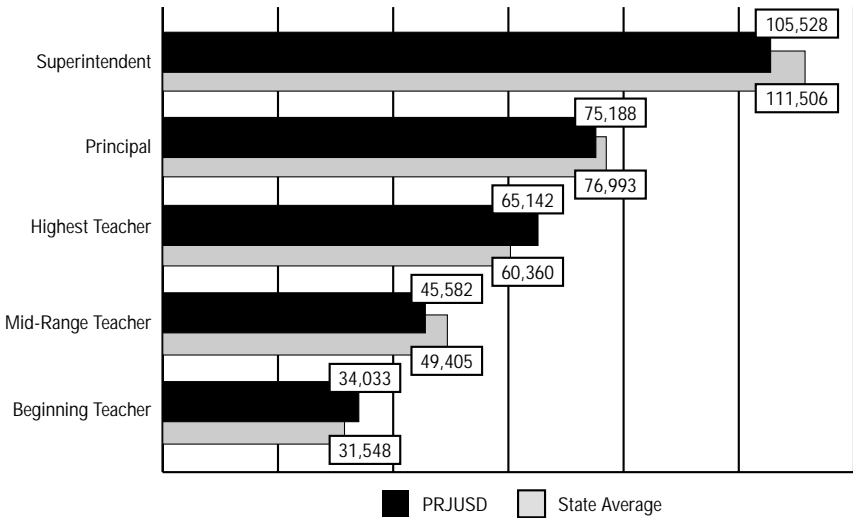
- Safe schools are caring schools. Students in safe schools feel respected and know that the people care about them and expect them to succeed.
- Safe schools are built through the cooperative effort of parents, students, staff and community members.
- Safe schools communicate high standards. Students know that learning and achievement is encouraged and highly valued.
- Safe schools are prepared. Ongoing training opportunities allow students and staff to increase their opportunity to deal with conflict, anger and other threats to safety. Safe schools have security checks on a regular basis to identify potential physical hazards or the school's vulnerability to crime and vandalism.

Staff Salary Data

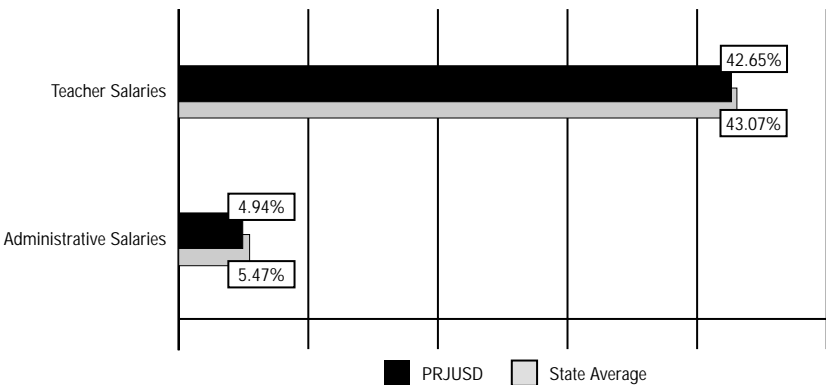
For comparison purposes, the State Department of Education has provided average salary data from school districts having more than 5,000 average daily attendance throughout the state, using the most current information available.

The figures below reflect the 1999-00 salary costs of teachers, principals, and the superintendent (not including benefits), compared to the state average.

1999-00 AVERAGE SALARY INFORMATION Teachers - Principals - Superintendent



The figures below reflect the percentage of teacher and administrative salary costs, compared to the state averages.



Board of Trustees

Joe E. Quiroz - President
Bob Machado- Clerk
Carol DiMatteo - Member
Jeanne Dugger - Member
Pat Johnson- Member
Diane Shaffer - Member
Pat Swindell - Member

District Administrative Cabinet

(805) 238-2222

Dr. Patrick Sayne
Superintendent ext. 212

John Morse
Assistant Superintendent
Instructional Services ext. 201

Gaye Lowe
Assistant Superintendent
Business ext. 215

Richard Benitez
Director
Student Services ext. 236

Glen DeGraw
Director
Personnel ext. 233

(805) 237-3364

Dr. Gary Hoskins, Director
Assessment & Accountability . . ext. 225

Liberty HS Administration

(805) 237-3332

Ed Chagoya
Principal

Office Staff

(805) 237-3332

Bonnie Railsback
Secretary

Marlene Cannon
Clerk

Teaching Staff

(805) 237-3332

Carmen Caruana
English, Math

Jim Lynett
Science, Math

Chris Nelson
English, Art

Nathan Maas
U.S. History, Govt., Econ., Math

Cheryl Rambo
Electives

Dan Sharon
Govt., Econ., World History, PE

Liberty HS Support Staff

(805) 237-3332

Bertha Phillips
9-12 Librarian

Kathleen Clark
Nurse

Robin Winegarden
Custodian

District Support Staff

Babette DeCou, Coordinator
Curriculum & Staff Development

Linda Janzen, Director
Career Education

Fran Long, Director
Special Projects/Child Care Services

Dr. Sheldon Smith, Director
Educ. Tech. & Info. Services

Maru Kiel
District Nurse

Paso Robles Joint Unified School District
800 Niblick Road - P.O. Box 7010
Paso Robles, CA 93446

NON-PROFIT ORGANIZATION
U.S. POSTAGE
PAID
PERMIT NO. 34
PASO ROBLES, CA 93446

Working Together, We Are Building The Future For Our Students