



# Liberty High School

925 Jewetta Ave. • Bakersfield, CA 93312-4683 • (661) 587-0925 • Grades 9-12

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Kern High School District

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#### District Governing Board

Phillip Peters, President  
J. Bryan Batey, Vice President  
Joey O'Connell, Clerk  
Jeff Flores, Clerk Pro Tem  
Mike Williams, Member

#### District Administration

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**Superintendent**  
Scott Cole, Ed.D.  
**Deputy Superintendent, Business**  
Michael Zulfa, Ed.D.  
**Associate Superintendent, Human Resources**  
Brenda Lewis, Ed.D.  
**Assistant Superintendent, Instruction**  
Dean McGee, Ed.D.  
**Assistant Superintendent, Educational Services and Innovative Programs**

### School Description

Liberty High School opened in the Fall of 1999. We are part of the Kern High School District and offer a full array of classes, sports, co-curricular and extracurricular programs for 1864 students. Liberty High School's colors are navy, red and silver – and the school's mascot is a Patriot. Liberty High School is a place where all stakeholders (parents, students, staff, and administration) invest in our student's success. We "expect the best" as we continue to build a tradition of Patriot Pride and Excellence.

Liberty High School, one of eighteen comprehensive high schools of the Kern High School District, was founded in 1999, and is currently in its sixteenth year of operation. It was built by SC Anderson Co. and designed by Klassen Associates and Pechin Associates, a joint architectural venture. Liberty is located on 47 acres which houses 195,500 square feet of classrooms and student facilities such as a gymnasium, a performing arts center, an instructional media center, six computer labs, a cafeteria, playing fields and tennis courts, a 4000 seat stadium and an all-weather track.

Liberty High School's initial enrollment was 988 students--570 freshmen and 418 sophomores. Juniors were added in 2000, and the first senior class graduated in June, 2002. The enrollment for the 2016-2017 school year consisted of 506 freshmen, 531 sophomores, 500 juniors, and 505 seniors (2,042 students). The ethnic makeup is 52.4%% White, 36.4% Hispanic, 2.6% African American, 2.2% Asian and 6.4% other. The feeder districts are Fruitvale, Rosedale, and Rio Bravo-Greeley.

The LHS teaching staff is made up of eighty-six certificated staff. This figure includes four full-time - administrators and one part time administrator, eighty regular teachers, 5 pupil personnel, and other support personnel, including a full time library resource specialist, a speech therapist, a mental health clinician, and a psychologist. Of these, fifteen have Masters', and one has a PhD. All of the certificated staff are CLAD (Cross-cultural Language and Academic Development) or BCLAD (Bilingual CLAD) authorized. The average number of years of teaching experience is a little over fourteen (14.2). The Classified staff of fifty-five includes sixteen instructional assistants, five campus security staff and a police investigator (a former Bakersfield Police Officer) who is POST trained.

The administrative staff consists of one full time principal, two full time assistant principals, one full time Dean of Students, one part time Director of Athletics, and one part time Activities Director.

Liberty's Special Education program consists of approximately 166 students receiving services. The EL program contains 37 total students including those reclassified with 14 students enrolled in an EL class. There are 25 Advanced Placement sections, 17 HONORs sections, and different GATE course offerings in English, Mathematics, and Science.

Students are enrolled in six classes per day for 376 minutes a day in a six-period schedule, not including lunch. All students share a single lunch which is 5th period. There are eighteen "late starts" scheduled for PLC's and other staff meetings and four "early out" schedules for the day prior to the various holidays. Liberty's student population is considered middle and upper middle-class, with a highly educated parent population. There are approximately 449 students on the free lunch program which constitutes 21.9% of the student population.

At Liberty High School, our partnership among the staff, students, parents, and community is committed to:

- Increasing proficiency in all content standards tests by helping students demonstrate mastery of state and district standards through their achievement on formative and summative assessments
- Exploring possible expansion in CTE course offerings
- Establishing and maintaining the expectations of personal excellence and responsibility for all students; and
- Providing a school-wide intervention system that supports our students' success.

Liberty High School provides maximum opportunities for student success at all levels of learning. Liberty's core values and mission statement were used to form the underpinnings of the core curriculum for all levels of students. The core values were identified by staff members and stakeholders in 2012. P.R.I.D.E. is a culmination of what we believe is important at Liberty High School. The core values of P.R.I.D.E. stand for "Power of One", "Responsibility", "Integrity", "Dedication", "Everyone". The school mission statement and the ESLR's were established as well, and they focus on increasing expectations for students. Liberty's mission statement and the ESLR's are grounded in high expectations and are clearly communicated to all stakeholders—students, parents and staff. When parents were asked about Liberty's mission statement, the majority agreed or strongly agreed that the Liberty staff is meeting their goals. Parent perception of the school's academic, art and extracurricular programs are very positive and they feel pride in the campus. Another aspect of the mission statement is parent involvement.

Liberty believes that every student can succeed. A mark of high student achievement can be seen in the surprisingly low amount of student attrition from 2000 to 2015. Transcript checks are completed on every senior record in September and January, and notification letters are sent notifying senior parents regarding graduation status. Students are divided into three categories: "On-Track," "Borderline," and "Nongrad." After third quarter, a D/F list is generated to identify seniors that are in danger of failing a class. The administration and the entire counseling staff closely monitor those students, and parents are regularly apprised. This process greatly maximizes the graduation rate of Liberty's senior class. Liberty has one of the highest graduation rates in the KHSD (95.8%).

### 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	506
Grade 10	531
Grade 11	500
Grade 12	505
<b>Total Enrollment</b>	<b>2,042</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.7
Asian	2.2
Filipino	2.3
Hispanic or Latino	36.4
Native Hawaiian or Pacific Islander	0.3
White	52.4
Two or More Races	2.6
Socioeconomically Disadvantaged	22
English Learners	1.8
Students with Disabilities	8.1
Foster Youth	0.5

## 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	15-16	16-17	17-18
With Full Credential	72	76	93
Without Full Credential	2	1	1
Teaching Outside Subject Area of Competence	0	0	0
Kern High School District	15-16	16-17	17-18
With Full Credential	♦	♦	1,790
Without Full Credential	♦	♦	64
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Liberty High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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 2017-18)**

Liberty High School provides all necessary textbooks and supplies to the students. When supplementary material is used in the classrooms, these materials are also provided to the students. Liberty High School has attempted to keep all the textbooks current and from the most recent adoptions. We have managed to supply most core area with new textbooks in the last few years.

Liberty High School has sufficient textbooks and materials for all students.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Holt Literature & Language Arts Third Course (Grade 9), 2003 Holt Literature & Language Arts Fourth Course (Grade 10), 2003 Holt Literature & Language Arts Fifth Course (Grade 11), 2003 Holt Literature & Language Arts Sixth Course (Grade 12), 2003 Literature Structure Sounds and Sense, 9th edition, 2006 Edge Level A Student Edition, National Geographic, 2007 Edge Level B Student Edition, National Geographic, 2007 Edge Level C Student Edition, National Geographic, 2007 Edge Fundamentals Student Edition, National Geographic, 2007 Hampton-Brown Edge, Hampton-Brown/National Geographic, 2009  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015  The Practice of Statistics/Freeman Adopted 1999  Pacemaker Algebra 1/Globe Fearon Adopted 2001  Advanced Mathematical Concepts, Precalculus with Applications/Glencoe Adopted 2001  Integrated Mathematics/McDougal-Littell Adopted 2002  Discovering Algebra /Kendall Hunt Adopted 2015  Discovering Geometry/Kendall Hunt Adopted 2015  Mathematics with Business Applications/Glencoe Adopted 2007  Single Variable Calculus/Brook & Cole Adopted 1999  Mathematics Concepts and Skills/McDougal-Littell Adopted 2001  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: August 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science</b>	Chemistry California Edition (CP), Prentice Hall, 2007 Chemistry (H), Houghton Mifflin, 1997 Chemistry (AP), Houghton Mifflin, 2014 Exploring Earth Science, Prentice Hall, 1999 Biology, McDougal Littell, 2008 Science Level Blue, Glencoe, 2005 Physics, Holt/Harcourt, 1999 College Physics, Brooks/Cole, 2006 Living in the Environment, Brooks/Cole, 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Modern World History; patterns of interaction, McDougal Littell, 2007 Western Civilization 8th ed., Wadsworth, 2012 The Americans: reconstruction to the 21st century, McDougal Littell, 2006 The American Pageant: A history of the American people 14th ed, Wadsworth, 2010 United States Government: Democracy in action, McGraw Hill, 2008 Economics, Prentice Hall, 2013 Myers' Psychology for AP, BFW/Worth, 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	Allez, Viens! 1, Holt Rinehart Winston, 2006 Allez, Viens! 2, Holt Rinehart Winston, 2006 Allez, Viens! 3, Holt Rinehart Winston, 2006 Imaginez, Vista, 2008 Realidades 1, Pearson/Prentice Hall, 2008 Realidades 2, Prentice Hall, 2008 En Espanol! 3, McDougal Littell, 2000 Temas AP* Spanish Language and Culture, Vista, 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	Health Skills for Wellness, Prentice Hall, 1997 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	N/A <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:</b> N/A <b>Percent of students lacking their own assigned textbook:</b> 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Kern High School District (KHSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conduct annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor." The instrument does not require capital enhancements beyond the standards to which the facility was designed and constructed. Improvements come from the District Maintenance and Operations budget and the school's Principal's budget. The District participates in the State School Deferred Maintenance Program for major repair and replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 8/13/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			RM 1204 vent cover is loose RM 1207 dirty vents / blowing dust RM 1001 dirty vents Wrestling Room dirty vents
<b>Interior:</b> Interior Surfaces		X		88.73% rating on most recent FIT for interior surfaces Activities, book storage, RM 708, Wrk RM, RM 1306, Wrk RM 1400, Wrk RM 1100, RM 1001, RM 1701, staff lounge, RM 301, RM 302 : Water stain ceiling tiles Wrestling Room ceiling tiles are missing / loose in hallway / ceiling tiles missing in room
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Room 1205 -Light Frame is loose (clip is broken) Room 705- Exposed wires /AC vent cover is loose Room 1407- 2 light panels are loose (clip is broken) Room1008- Light pane is loose (clip is broken) Room 1705- Exposed wires/ Missing outlet cover Room 302- Light diffuser is missing
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			100% Rating on FIT for restrooms/sinks/fountains; no items noted on most recent FIT.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			100% rating on most recent FIT for fire safety / hazardous materials, with no deficiencies noted.
<b>Structural:</b> Structural Damage, Roofs	X			100% rating on most recent FIT for structural damage and roofs, with no deficiencies noted.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 305/Choir: vent cover is bent exterior hallway Auditorium: Trip hazard on walkway to auditorium.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	66	68	51	51	48	48
Math	38	38	23	21	36	37

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	483	472	97.7	58.5
Male	234	232	99.2	60.8
Female	249	240	96.4	56.3
Black or African American	12	12	100.0	25.0
Filipino	18	18	100.0	66.7
Hispanic or Latino	177	173	97.7	49.7
White	247	241	97.6	63.5
Two or More Races	13	13	100.0	76.9
Socioeconomically Disadvantaged	106	101	95.3	49.5
Students with Disabilities	34	31	91.2	25.8

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	70	58	51	48	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.3	29.9	44.5

\* 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 2016-17 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	493	479	97.16	67.85
Male	250	243	97.2	60.49
Female	243	236	97.12	75.42
Black or African American	12	12	100	41.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	18	18	100	77.78
Hispanic or Latino	184	180	97.83	62.78
White	248	240	96.77	70.83
Two or More Races	15	15	100	93.33
Socioeconomically Disadvantaged	106	102	96.23	55.88
English Learners	15	14	93.33	7.14
Students with Disabilities	37	35	94.59	17.14
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 2016-17 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	493	476	96.55	37.61
Male	250	241	96.4	37.76
Female	243	235	96.71	37.45
Black or African American	12	11	91.67	9.09
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	18	18	100	44.44
Hispanic or Latino	184	179	97.28	25.7
White	248	239	96.37	45.61
Two or More Races	15	15	100	46.67
Socioeconomically Disadvantaged	106	102	96.23	20.59
English Learners	15	14	93.33	0
Students with Disabilities	37	34	91.89	5.88
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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Liberty High School has a support group for almost all of our activity and athletic teams. The “umbrella” group is called the P.A.T.S: Parents, Alumni, Teachers, and Students. The booster club originated before the school opened as a stadium construction organization and has evolved into the “parent” organization for all our support groups. The parent and community support for Liberty High School has been – and continues to be – tremendous. Parent and community members help support athletics, academic teams, honor teachers, and assist students. We have a Site Council Committee that meets monthly with representatives from parents, teachers, classified staff, students, and administrators. Furthermore, Liberty parents participate in District Parent Advisory Council and LCAP parent groups. In addition, Liberty enjoys The Moms in Touch group that celebrates occasions staff members on a regular basis.

Liberty prides itself on open communication with all stakeholders. Parents/guardians are active participants in their students' education progress through conferences, information nights, Individuals Education Plans through special education, and student support teams. Furthermore, the communication lines are always open through phone calls and email.

### 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's safety plan is called the Patriot Emergency Response Team (P.E.R.T.) and encompasses “lock downs”, evacuations in three directions, and transportation to an alternative site – if needed. We have a school site emergency team and a school site safety team that meets quarterly. We also have practice evacuations two times per year so that all students and staff are prepared for such events. We have developed an extensive emergency binder that contains checklists to cover safety at the work site, blood-borne pathogens, school crisis team handouts, long-term follow-up, and working with the media. We have worked with our local emergency providers to make sure we are using the same type of command structure (SIMS) and to identify who the personnel are in that structure. We are continually evaluating our response in practice emergencies to assure we are prepared in the event of an emergency. Staff reviews emergency procedures during staff meetings prior to the first day of school. Liberty conducts evacuation, lock-down, and earthquake drills within the first month of school.

Date School Safety Plan last reviewed: August 2017

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	12.9	5.6	7.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	12.1	10.0	9.6
Expulsions Rate	0.2	0.2	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		84.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	.5
Other	1
Average Number of Students per Staff Member	
Academic Counselor	409

\* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	24	24	24	37	39	37	13	9	14	40	48	46
Mathematics	25	24	26	29	37	27	17	16	12	41	44	49
Science	30	28	25	17	19	28	2	9	11	47	46	44
Social Science	28	26	27	20	23	23	6	7	5	34	35	38

\* 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

### Building Professional Learning Communities

All Kern High School District faculty – administrators and teachers – have participated in the district-wide professional development to build Professional Learning Communities on each campus. This move towards “an intense focus on learning” (Dufour, Dufour, Eaker) has been strongly supported through the work of Solution Tree, The Leadership and Learning Center, and the Marzano Research Laboratory. The critical questions that now drive instruction, instructional planning, assessment, and intervention are these:

1. What do we expect our students to learn?
2. How will we know if they have learned it?
3. How will we respond if they have not learned it?
4. How will we respond if they have learned it?

To anchor the work of building a professional learning community (PLC), professional development has focused, district-wide, on creating and using common formative assessments (CFA) to measure and monitor learning, in order to target interventions and extensions. These trainings have provided the core learning and understanding for why data and appropriate assessment are the critical components to determine student learning needs. The CFA training forced a review, rethinking, and refining of the “essential learnings” (previously called “power standards”) to determine the learning targets and to align assessments to the learning targets. Grouped in their disciplines or by school sites, all faculty was trained throughout the implementation process.

The Kern High School District continues to provide ongoing support for school-site PLC efforts through district department meetings, targeted support through the Department of Instructional Services (Instruction Division), and continues to offer PLC coaching and Pyramid to Intervention training at individual sites. During the summer of 2012, professional development will be offered, once again, at the school sites for further planning, development, and strengthening of the PLC model for instruction and intervention, the focus remaining on student learning. Several of Liberty's staff attended the PLC Institute during the summer of 2017 to enhance the PLC culture within the instructional framework. Liberty will continue to send staff members in the coming years.

As the state and nation now shift to a common set of standards, the Common Core State Standards (CCSS), the Kern High School District is committed to preparing its staff to utilize rigorous and relevant instructional strategies to maximize student learning. The District's CCSS professional development implementation plan has three steps:

- Awareness
- What are the common State Standards?
- How are they similar to the California State Standards?
- When will implementation begin?
- How will the Common Core Standards be assessed?
- Ramp Up the Rigor
- Ramp up the rigor of mathematical tasks for all students
- Focus on instructional task analysis in mathematics
- Focus on text complexity in ELA
- Promote a common academic vocabulary school-wide
- Address reading and writing across the curriculum
- Integrate media resources across standards
- Instructional Practice
- PLC Meetings
- Department Meetings
- Summer Projects
- Site Administrator Feedback
- District Office Trainings

In addition, Liberty staff members attend workshops hosted by the Kern High School District Instructional Services Division during the school day. Below is a list of workshops attended by Liberty staff members;

- KHIP (beginning teacher support)
- Common Core World History Lesson Student
- TLC Seminar
- ACCESS Literacy Development
- Edmentum PLATO Training
- Reading Institute
- TI-Nspire Training
- Teach Like a Champion
- Curriculum Development PLC's for Math, ELA, and NGSS
- Instructional Technology Training (GAPE)
- Illuminate Training
- U.S. History Curriculum Development
- Gizmos Training
- RIAP Training

Furthermore, the Kern High School District provides ongoing, subject-specific professional development (PD) to strengthen the instructional capacity of its teachers and build strong learning communities within the organization. Through the offices of Instruction and Instructional Services, PD needs are regularly assessed by examining district and site data and by consistently checking with teachers and administrators to determine the critical needs for teacher support and student growth.

Based on student literacy and math data, the district continues to focus on PD in literacy and numeracy. Teachers who teach Access, the district's literacy program, meet regularly to assess their students' learning and to ensure that they are effectively implementing the instructional practices defined by the course. The Teacher on Special Assignment (TOSA) who oversees the Access program often meets with a cohort of Access developers to review student progress in order to provide the next appropriate session of PD, which typically addresses the intervention needs of the students and the instructional performance of the teachers. Because the groups meet systematically and generally attend in site-based teams, trust has been cultivated so that teachers comfortably share their frustrations, as well as their successes. Based on various forms of feedback, teachers report feeling supported in their efforts to teach Access (students who read between the fourth and sixth grade levels) and Pre-Access (students who read below the fourth grade level). They also report a significant increase in their students' reading ability, some seeing as much as one year's growth in less than a year.

PD for Foundations, the district's math intervention course, is similarly constructed. The TOSA who oversees the district's math program meets with the Foundations teachers routinely to assess program effectiveness in relation to student growth. Adjustments to instructional practices and assessments are made based on these PD sessions. As the redesigned Foundations course uses a blended learning model to differentiate instruction, teachers also meet with Edmentum™ coaches to help them integrate the online learning component into their instructional routine. A (pilot) lesson-study training was also offered this year to a small group of Foundations teachers who wished to delve into their teaching practices at a comprehensive level. The sessions include peer observations, a noteworthy advancement to the district's PD offerings. One veteran teacher in the group commented that she realized she needed to "up her game" after completing the observation process. The district believes this model may enrich the learning process of all its teachers and further strengthen the professional learning community (PLC) protocol. As to the specific benefit of the math teachers, this model may improve math instruction, overall, so that more students complete algebra successfully and continue taking higher-level math throughout high school.

Both the literacy and numeracy trainings are high priorities for the district because of the numbers of students who read below grade level (about forty percent of the total student population) and/or are not algebra ready upon entering high school (approximately one third of incoming ninth grade students). The district collaborates with its feeder districts to leverage practices to increase the skill levels in both reading and math. It also strives to increase the college-readiness of all students by working with its post-secondary partners to reduce college-attainment barriers. One such effort focuses on ways to share data inter-segmentally in order to align curriculum better, administer college-entrance assessments efficiently, and determine the skill gaps preventing students from achieving in their first year of college.

The district employs nine TOSAs in the department of Instructional Services: Literacy, English Language Arts, English Language Development, Math, Science, AVID, and two in the Kern High Induction Program (KHIP, formerly known as BTSA). Each TOSA works with his or her respective department, as well as each instruction director and the Associate Superintendent of Instruction, to provide testing and legislative updates and develop appropriate PD that addresses alignment of standards, effective assessment and intervention practices, and implementation of instructional routines that optimize student learning each day. In addition, TOSAs work with sites, as per teacher and/or administrator need. For example, TOSAs meet with individual teachers, PLCs, or provide whole-school trainings, such as trainings in the proper use of STAR Renaissance© for reading and math progress monitoring. TOSAs also meet with education and/or industry partners to develop their programs further and to ensure that current trends and skills are included in the instruction. For example, the science TOSA meets with local industry to develop externships during the summer. Last year, 17 science teachers participated in externships, working with AERA Energy and in the FabLab at California State University, Bakersfield, Chevron's sponsored science lab. Finally, TOSAs organize summer work for their subject matter. This work involves creating resources and/or providing additional trainings. The KHIP TOSAs, for example, provide specific trainings for new teachers.

[Note: The district does not currently have a TOSA for History-Social Science. The English Language Arts TOSA works with the History-Social Science facilitator to provide PD. This year, PD in the new framework was provided by the California History-Social Science Project through UC Davis and through the Stanford History Education Group.]

In addition to the instructional experts housed at the central office, the district often hires outside agencies to set a training benchmark. Such trainings may include building and using assessments effectively and developing teacher leaders – e.g., PLC and department leaders. The district also encourages teachers to attend conferences in their subject matter. This year, teachers attended several conferences through Solutions Tree, focusing on leadership, mathematics, and assessment, as well as local, state, and national conferences in their subject areas. Typically, once teachers return from trainings or conferences, they meet in their departments to build resources or PD based on the trainings.

The district's view on PD strikes a balance between offering local and outside trainings, as well as providing opportunities for district-wide and site-based collaboration. The ultimate goal with all the PD is to maximize instruction for optimal student learning to take place each day.

#### Professional Development Days

The following displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

Liberty High School values the time to spend on staff development. We believe it is an integral part of student success. The administration and teaching staff at Liberty High School believe that we are life long learners and we value the time to explore new teaching strategies and ideas. Teachers regularly attend local workshops and state conferences to maintain current instructional strategies related to their content area. Teachers utilize banked time for PLC meetings to share new knowledge with their peers. The process promotes an environment of collaboration to serve our students with current content and instructional strategies.

Besides the three full days of instructional staff development, Liberty teachers meet almost every Monday in their Professional Learning Communities to work collaboratively to enhance student learning. Liberty High School also encourages many other activities and supports many other trainings throughout the year.

The annual number days dedicated to school-wide staff development are as follows:

- 2015-16: 3
- 2016-17: 3
- 2017-18: 3

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,168	\$50,221
Mid-Range Teacher Salary	\$67,692	\$83,072
Highest Teacher Salary	\$101,126	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$128,094
Average Principal Salary (HS)	\$129,982	\$146,114
Superintendent Salary	\$230,625	\$226,121
Percent of District Budget		
Teacher Salaries	29%	34%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Liberty utilizes Title II funds to support professional development opportunities for teachers related to instructional planning and implementation of strategies. In addition, Liberty uses Instructional Materials (Lottery) allotment to fund classroom materials for student use. The use of Carl Perkins funding assists courses related to Career Technical Education pathways in staying current with industry related materials and technological needs. Chevron has also provided funds to the district to help support of Project Lead the Way courses. Furthermore, Liberty utilizes ELL formula with certificated and classified staff to support student's learning English. In addition, Liberty administration and staff have applied, and been granted, additional LCAP funds through the district for STEAM related units, visual and performing arts, science lab supplies/materials, and supplies for the Expository Reading and Writing Course.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Liberty High School	2013-14	2014-15	2015-16
Dropout Rate	4.1	3.2	1.7
Graduation Rate	94.94	95.84	96.68
Kern High School District	2013-14	2014-15	2015-16
Dropout Rate	11.1	9	8.4
Graduation Rate	84.44	86.86	87.27
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	410
% of pupils completing a CTE program and earning a high school diploma	1.98%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,554	\$864	\$5,690	\$78,166
District	♦	♦	\$8,393	\$73,350
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			-38.4	6.4
Percent Difference: School Site/ State			-14.4	-5.7

\* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	12.84
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	49.57

\* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	1	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	2	♦
Science	1	♦
Social Science	3	♦
All courses	8	23

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	96.89	88.26	87.11
Black or African American	82.35	84.98	79.19
American Indian or Alaska Native	100	79.66	80.17
Asian	100	94.76	94.42
Filipino	100	100	93.76
Hispanic or Latino	92.31	87.73	84.58
Native Hawaiian/Pacific Islander	0	85.71	86.57
White	99	89.38	90.99
Two or More Races	100	88.89	90.59
Socioeconomically Disadvantaged	91.36	86.05	85.45
English Learners	60	73.45	55.44
Students with Disabilities	13.51	18.59	63.9
Foster Youth	50	79.1	68.19

### Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, career centers, Bakersfield Adult School, and Regional Occupation Center (ROC) offer 33 different career pathways as outlined by the California career technical education (CCTE) model curriculum standards in 15 industry sectors, groupings of interrelated occupations and broad industries. The average number of career pathways offered per school site is 5.75

The collaboration between KHSD's Career Technical Education (CTE) programs and the local community college provide a coherent sequence of courses directly related to the academic and career technical preparation of all students for employment in current and emerging occupations. KHSD has long been a leader in CTE programs which have been recognized locally and nationally.

The ROC offers 17 capstone classes to the local high school students and supports introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers Academy offers a sample of the CTE programs that demonstrate the collaboration between the various educational institutions. Students may take introductory and concentrator classes at their regular high school campus, attend the Nursing Assistant ROC program during their senior year and obtain state certification, sequence to the Bakersfield Adult School's Licensed Vocational Nursing program, and finish at a local college as a Registered Nurse.

A strong relationship with the Kern Community College District Collaborative has strengthened the CTE programs at the secondary and post-secondary levels. Thirteen Partnership Academies through the California Department of Education (CDE) flourish at eight comprehensive sites, providing graduates with real world CTE pathway experiences, state and/or career certification, and work opportunities immediately upon graduation.

Follow up studies track the Carl Perkins CTE program completers with over 90% graduation rate for student participants. The KHSD CTE Advisory Committee, representing a reflection of local business and industry partners, meets annually to make recommendations for program improvement, as well as to discuss industry trends, training needs, and local industry demands for future employment.

CTE courses at KHSD comprehensive sites are increasing rapidly with 28 different pathways being offered at the various schools. In addition, the District continues to add resources to further improve and expand CTE offerings.

Project-Lead-The-Way, a CTE program supported by Chevron and in partnership with the KHSD, specifically supports advanced Science and Engineering programs. The KHSD also supports Virtual Enterprise programs at six of the comprehensive schools. The district receives Carl D. Perkins funds which help many of the CTE programs at the school sites.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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.