



Liberty High School

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

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<http://liberty.kernhigh.org>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Kern High School District

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District Governing Board

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Phillip Peters, Vice President
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Joey O'Connell, Clerk Pro Tem
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District Administration

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Superintendent
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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 2015-2016 school year consisted of 571 freshmen, 485 sophomores, 504 juniors, and 483 seniors (2,043 students). The ethnic makeup is 55.7% white, 33.5% Hispanic, 2.7% African American, 2.2% Asian and 5.9% other. The feeder districts are Fruitvale, Rosedale, and Rio Bravo-Greeley.

The LHS teaching staff is made up of ninety-two 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 part time speech therapist, and a part-time school 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 174 students receiving services. The EL program services 14 students. There are 19 Advanced Placement sections, 15 HONORS sections, and different GATE course offerings in English, Mathematics, and Science.

Students are enrolled in six classes per day for 375 minutes a day in a six-period schedule, not including lunch. All students share a single lunch which is 5th period. There are seventeen "late starts" scheduled for PLC's and other staff meetings, two meeting days for WASC, and two 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 347 students on the free lunch program. Only about 17 percent of Liberty students qualify for free or reduced lunch.

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	571
Grade 10	485
Grade 11	504
Grade 12	483
Total Enrollment	2,043

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.7
Asian	2.2
Filipino	2.3
Hispanic or Latino	33.5
Native Hawaiian or Pacific Islander	0.1
White	55.7
Two or More Races	2.3
Socioeconomically Disadvantaged	21.4
English Learners	1.6
Students with Disabilities	7
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Liberty High School	14-15	15-16	16-17
With Full Credential	72	72	76
Without Full Credential	0	2	1
Teaching Outside Subject Area of Competence	0	0	0
Kern High School District	14-15	15-16	16-17
With Full Credential	♦	♦	1,872
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School			
Liberty High School	14-15	15-16	16-17
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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.8	1.2
Districtwide		
All Schools	94.0	6.1
High-Poverty Schools	93.6	6.4
Low-Poverty Schools	95.2	4.8

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials
Year and month in which data were collected: August 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Health Skills for Wellness, Prentice Hall, 1997</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>N/A</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<ul style="list-style-type: none"> • Watch glass Evaporating dishes Crucibles 10 ml glass graduated cylinders 10 ml plastic graduated cylinders 100 ml plastic graduated cylinders 100 ml glass graduated cylinders 50 ml glass graduated cylinders 250 ml glass graduated cylinders Mis graduated cylinders Ph paper containers Flints Spatulas Glass stir rods Plastic spatulas Test tube holders Clay triangles Well plates 4000 ml beakers Conductivity sets Ph sets Mortar Pestle Test tube clamps Test tube holders Pinch clamps Tweezers Ring clamps (small) Ring clamps (large) Wire plate Pipette bulbs Large plastic dropper bottles Small plastic dropper bottles Swart bottles Glass dropper bottles Tongs with rubber Thermometers Berets Burette clamps 2000 ml flasks Tongs without rubber Hot hands Ring stand bases Bunsen burners 125 ml flasks 10 ml flasks 50 ml flasks 100 ml flasks 250 ml flasks 500 ml flasks 200 ml flasks Plastic buckets Lunch trays Green trays Blue trays Gray trays 150 ml • beakers 100 ml beakers 10 ml beakers 200 ml beakers 250 ml beakers 400 ml beakers 400 ml tall beakers 600 ml beakers 1000 ml beakers 1000 ml tall • beakers Scales Hot plates Plastic funnels Multi-media proectorts, computers <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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: 8/13/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: 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
Interior: 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
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			100% Rating on FIT for restrooms/sinks/fountains; no items noted on most recent FIT.
Safety: Fire Safety, Hazardous Materials	X			100% rating on most recent FIT for fire safety / hazardous materials, with no deficiencies noted.
Structural: Structural Damage, Roofs	X			100% rating on most recent FIT for structural damage and roofs, with no deficiencies noted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 305/Choir: vent cover is bent exterior hallway Auditorium: Trip hazard on walkway to auditorium.
Overall Rating	Exemplary	Good	Fair	Poor
		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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	62	66	48	51	44	48
Math	50	38	23	23	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	73	70	58	55	51	48	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	14.2	28.6	37.6

* 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	507	477	94.1	65.7
Male	11	261	253	96.9	57.0
Female	11	246	224	91.1	75.6
Black or African American	11	14	14	100.0	53.9
American Indian or Alaska Native	11	--	--	--	--
Asian	11	13	13	100.0	92.3
Filipino	11	--	--	--	--
Hispanic or Latino	11	168	162	96.4	54.4
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	283	260	91.9	71.4
Two or More Races	11	12	11	91.7	63.6
Socioeconomically Disadvantaged	11	105	99	94.3	53.1
English Learners	11	--	--	--	--
Students with Disabilities	11	36	28	77.8	16.0
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	507	477	94.1	37.8
Male	11	261	253	96.9	32.7
Female	11	246	224	91.1	43.7
Black or African American	11	14	14	100.0	30.8
American Indian or Alaska Native	11	--	--	--	--
Asian	11	13	13	100.0	53.9
Filipino	11	--	--	--	--
Hispanic or Latino	11	168	163	97.0	27.2
Native Hawaiian or Pacific Islander	11	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	11	283	260	91.9	42.5
Two or More Races	11	12	11	91.7	45.5
Socioeconomically Disadvantaged	11	105	98	93.3	24.7
English Learners	11	--	--	--	--
Students with Disabilities	11	36	28	77.8	
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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 Parental Involvement State Priority (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 2016-17)

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, pass out schedules, 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 with us. We continue to add to our list of volunteers as the school expands.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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.

Date School Safety Plan last reviewed: August 2016

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	12.5	5.5
Expulsions Rate	0.0	0.0	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	0.3	12.0	10.0
Expulsions Rate	0.0	0.2	0.2
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	27	24	24	27	37	37	13	13	13	43	40	40
Mathematics	27	25	25	23	29	29	13	17	17	44	41	41
Science	33	30	30	10	17	17	8	2	2	43	47	47
Social Science	26	28	28	21	20	20	7	6	6	30	34	34

* 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 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.

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

Furthermore, Liberty staff members attend workshops hosted by the Kern High School District Instructional Services Division. 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

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.

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.

Annual number of school days dedicated to staff development With At Least 180 Instructional Minutes

- 2012-13: 3
- 2013-14: 3
- 2014-15: 3
- 2015-16: 3

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,794	\$46,184
Mid-Range Teacher Salary	\$65,721	\$75,179
Highest Teacher Salary	\$98,181	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$124,243
Average Principal Salary (HS)	\$122,335	\$137,939
Superintendent Salary	\$225,000	\$217,637
Percent of District Budget		
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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 MAA and 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 in STEAM and fine arts.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,917	\$2,067	\$6,851	72199
District	♦	♦	\$6,840	\$72,199
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			0.2	5.2
Percent Difference: School Site/ State			28.1	-3.6

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Liberty High School	2011-12	2013-14	2014-15
Dropout Rate	5.60	4.10	3.20
Graduation Rate	92.37	94.94	95.84
Kern High School District	2011-12	2013-14	2014-15
Dropout Rate	14.50	11.10	9.00
Graduation Rate	79.58	84.44	86.86
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	19,115
% of pupils completing a CTE program and earning a high school diploma	96%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	10.79
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	48.7

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts	1	♦
Foreign Language	2	♦
Mathematics	3	♦
Science	2	♦
Social Science	3	♦
All courses	13	19.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	94	88	86
Black or African American	100	88	78
American Indian or Alaska Native	67	87	78
Asian	100	94	93
Filipino	100	99	93
Hispanic or Latino	89	87	83
Native Hawaiian/Pacific Islander	0	93	85
White	95	90	91
Two or More Races	95	90	89
Socioeconomically Disadvantaged	77	85	66
English Learners	83	65	54
Students with Disabilities	51	55	78

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 (CTE) 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.