



Liberty High School

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Kern High School District

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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 2,082 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 eighteenth 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, four 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 2017-2018 school year consisted of 538 freshmen, 503 sophomores, 525 juniors, and 516 seniors (2,082 students). The ethnic makeup is 48.7% White, 39% Hispanic, 2.9% African American, 2.5% Asian. 2.9% two or more races and 4% other. The main 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-three regular teachers, 5 pupil personnel, and other support personnel, including a part-time social worker, as well as full time library resource specialist, a speech therapist, a mental health clinician, and a school psychologist. Of these, eighteen 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 includes sixteen instructional assistants, six 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 190 students receiving services. The EL program contains 40 total students including those reclassified with 11 students enrolled in an EL classes on campus. 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 587 students on the free lunch program which constitutes 28.2% of the student population.

Liberty's mission statement reads as follows:

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 and revisited in 2018. 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 fulfillment of the 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.

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 (97.2%).

About the SARC

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

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

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.9
Asian	2.5
Filipino	2.1
Hispanic or Latino	39.0
Native Hawaiian or Pacific Islander	0.3
White	48.7
Socioeconomically Disadvantaged	28.2
English Learners	1.9
Students with Disabilities	9.1
Foster Youth	1.0

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	538
Grade 10	503
Grade 11	525
Grade 12	516
Total Enrollment	2,082

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Liberty High School	16-17	17-18	18-19
With Full Credential	76	93	93
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0
Kern High School District	16-17	17-18	18-19
With Full Credential	♦	♦	1700
Without Full Credential	♦	♦	216
Teaching Outside Subject Area of Competence	♦	♦	12

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

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

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

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

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 2018	
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 American Literature, Holt McDougal (Grade 11), 2015 Holt Literature & Language Arts Sixth Course (Grade 12), 2003 Literature Structure Sounds and Sense, 9th edition, 2006 Expository Reading & Writing Course Student Reader, 2nd Edition, 2013 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, 5th Edition/Freeman & Company, W.H. Adopted 2014 Elementary Statistics, 6th Edition/Pearson Adopted 2015 Precalculus 4th Edition/Pearson & Prentice Hall Adopted 2010 Discovering Algebra /Kendall Hunt Adopted 2015 Discovering Geometry/Kendall Hunt Adopted 2015 Mathematics with Business Applications/Glencoe Adopted 2007 Single Variable Calculus, 6th Edition/Brook & Cole Adopted 2010 Geometry Concepts and Applications/Glencoe Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Chemistry California Edition (CP), Prentice Hall, 2007 Chemistry (H), 9th Edition by Zumdahl, Brooks Cole, 2015 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 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 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	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 Themes, Vista Higher Learning, 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health Skills for Wellness, Prentice Hall, 1997 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	N/A The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 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: 8/13/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	RM 1204 vent cover is loose RM 1207 dirty vents / blowing dust RM 1001 dirty vents Wrestling Room dirty vents
Interior: Interior Surfaces	Fair	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	Good	
Electrical: Electrical	Good	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	Good	100% Rating on FIT for restrooms/sinks/fountains; no items noted on most recent FIT.
Safety: Fire Safety, Hazardous Materials	Good	100% rating on most recent FIT for fire safety / hazardous materials, with no deficiencies noted.
Structural: Structural Damage, Roofs	Good	100% rating on most recent FIT for structural damage and roofs, with no deficiencies noted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 305/Choir: vent cover is bent exterior hallway Auditorium: Trip hazard on walkway to auditorium.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	68.0	75.0	51.0	49.0	48.0	50.0
Math	38.0	50.0	21.0	22.0	37.0	38.0

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

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

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.9	24.2	37.4

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

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	522	503	96.36	75.15
Male	253	245	96.84	67.35
Female	269	258	95.91	82.56
Black or African American	14	14	100.00	71.43
American Indian or Alaska Native	--	--	--	--
Asian	15	14	93.33	78.57
Filipino	--	--	--	--
Hispanic or Latino	201	194	96.52	69.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	267	257	96.25	78.60
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	155	146	94.19	60.96
English Learners	18	17	94.44	35.29
Students with Disabilities	36	35	97.22	11.43
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	520	498	95.77	50.4
Male	253	244	96.44	48.36
Female	267	254	95.13	52.36
Black or African American	14	14	100	42.86
American Indian or Alaska Native	--	--	--	--
Asian	15	14	93.33	71.43
Filipino	--	--	--	--
Hispanic or Latino	200	192	96	40.1
Native Hawaiian or Pacific Islander	--	--	--	--
White	266	254	95.49	56.69
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	153	144	94.12	31.25
English Learners	18	17	94.44	11.76
Students with Disabilities	35	34	97.14	2.94
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

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. Liberty is excited about opening a Parent Center in the spring of 2019. The Parent Center will serve as another resource for the community outside the school day.

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 2018

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	5.6	7.7	6.8
Expulsions Rate	0.1	0.0	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	10.0	9.6	8.8
Expulsions Rate	0.2	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	.5
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	380

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	24.0	24.0	23.0	39	37	47	9	14	12	48	46	45
Mathematics	24.0	26.0	25.0	37	27	32	16	12	13	44	49	48
Science	28.0	25.0	25.0	19	28	26	9	11	10	46	44	42
Social Science	26.0	27.0	25.0	23	23	30	7	5	9	35	38	32

* 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 enrichment. 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” to determine the learning targets and necessary alignment.

The Kern High School District continues to provide ongoing support for school-site PLC efforts through district department meetings and targeted support through the divisions of Instruction and Instruction Services. Staff members participate in workshops and meetings of which promote and enhance the PLC culture district wide. In regards to Liberty, staff members are offered pull-out days or hours outside the school day throughout the year to further plan, develop, and strengthen the PLC model for instruction and intervention with the focus remaining on student learning. Several of Liberty's staff attended the PLC Institute during the summer of 2018 to enhance the PLC culture within the instructional framework.

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 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

KHSD provides ongoing, subject-specific PD to strengthen the instructional capacity of teachers and build strong professional learning communities (PLC) within the organization. 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. Teachers meet regularly to collaborate in their PLC to share best practices and review student performance data.

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 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,347	\$50,747
Mid-Range Teacher Salary	\$69,384	\$86,127
Highest Teacher Salary	\$103,654	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$136,636
Average Principal Salary (HS)	\$132,393	\$150,286
Superintendent Salary	\$243,483	\$238,058
Percent of District Budget		
Teacher Salaries	30.0	34.0
Administrative Salaries	4.0	5.0

* 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 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 EL 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	2014-15	2015-16	2016-17
Dropout Rate	3.2	1.7	1.4
Graduation Rate	95.8	96.7	95.2
Kern High School District	2014-15	2015-16	2016-17
Dropout Rate	9.0	8.4	5.7
Graduation Rate	86.9	87.3	88.9
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,122	\$1,107	\$6,014	\$79,952
District	◆	◆	\$8,611	\$74,546
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			-35.5	3.9
Percent Difference: School Site/ State			-68.3	3.3

* Cells with ◆ do not require data.

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

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	369
% of pupils completing a CTE program and earning a high school diploma	98%
% 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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	82.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	55.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	3	◆
Fine and Performing Arts	0	◆
Foreign Language	1	◆
Mathematics	3	◆
Science	1	◆
Social Science	9	◆
All courses	17	18.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	95.8	90.5	88.7
Black or African American	86.7	83.9	82.2
American Indian or Alaska Native	100.0	77.8	82.8
Asian	100.0	96.1	94.9
Filipino	100.0	98.3	93.5
Hispanic or Latino	94.1	90.7	86.5
Native Hawaiian/Pacific Islander	100.0	93.3	88.6
White	97.1	90.8	92.1
Two or More Races	93.3	93.3	91.2
Socioeconomically Disadvantaged	100.0	92.8	88.6
English Learners	20.0	63.5	56.7
Students with Disabilities	66.7	73.3	67.1
Foster Youth	66.7	90.1	74.1

Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, two special education career centers, Bakersfield Adult School, and Regional Occupational Center (ROC) offer a wide variety of career pathways as outlined by the California Career Technical Education Model Curriculum Standards across the 15 industry sectors.

The collaboration between KHSD's Career Technical Education (CTE) programs and the local postsecondary schools provide a coherent sequence of courses directly related to the academic and career 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 27 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 a wide range of 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 district receives a variety of state and federal CTE grant funding which helps many of the CTE programs at the school sites. With this assistance, Liberty continues to expand the Project Lead the Way pathway. In the 2017-18 school year, Liberty implemented the first year course, Principles of Biomedical Science, in the Biomedical Science pathway and Computer Science Principles. The adoption of these courses/pathways will continue to prepare students for achieve their post-secondary goals.

DataQuest

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

Internet Access

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