

~~2009-2010~~

SCHOOL ACCOUNTABILITY REPORT CARD

Liberty High

KERN UNION HIGH



Part I**Data and Access**

2009–10 School Accountability Report Card

Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at www.cde.ca.gov/ta/ac/sa. For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

LIBERTY HIGH

Part II

About This School

2010 -2011
Contact
Information

School

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District

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School Description and Mission Statement

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 extra-curricular programs for 1788 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 twelfth year of operation. It is one of the newer high schools in the district. 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. It 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 2009-2010 was 497 freshmen, 403 sophomores, 464 juniors, and 453 seniors (1853 students). The ethnic makeup is 64% white, 26% Hispanic, 4.3% black, 3.3% Asian and 3.7% other. The feeder districts are Fruitvale, and Rosedale.

The LHS teaching staff is made up of seventy-five certificated staff. This figure includes four administrators, sixty five regular teachers, 4 pupil personnel, and other support personnel, including a full time librarian, a part time speech therapist, and a part-time school psychologist. Of these, seventy six certificated staff hold B.A. degrees, Thirty two have Masters', and one has a PhD. Seventy five are CLAD (Cross-cultural Language and Academic Development) or BCLAD (Bilingual CLAD) authorized, or in training. The average number of years of teaching experience is fifteen. The Classified staff of sixty three includes thirteen instructional assistants, four 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 112 students in the Special Day, Resource, and Severely Handicapped classes. The EL program has 30 students. these 30 are classified as follows: EL Level 1 – three students, EL Level 2 – two students, EL Level 3 – ten students, and EL Level 4 – fifteen students. Seventy two percent of the EL students transitioned in an appropriate time frame. There are 19 different Advanced Placement courses, 18 HONORs courses, and numerous GATE

LIBERTY HIGH

Part II

About This School

course offerings in English, Mathematics, Social Science and Science.

Students are enrolled in six classes per day for 375 minutes a day in a six-period schedule, not including lunch. Freshmen and sophomores have lunch 4th period, and juniors and seniors have lunch 5th period. There are fourteen "late starts" scheduled for PLC's and other staff meetings, two for STAR testing, and four 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. Eighty percent of the parents have attended some college, and 35% are college graduates. There are approximately 335 students on the free lunch program. Only about 18 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
- Increasing proficiency on California High School Exit Exams
- Exploring possible expansion in CTE course offerings

As well as

- 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 motto and mission statement were used to form the underpinnings of the core curriculum for all levels of students. The school motto is: "Where Students Learn". This motto was established while revisiting our goals for Liberty High School students in 2009. 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 2010. 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 "Non-grad." After third quarter, a D/F list is generated to identify seniors that are in

LIBERTY HIGH

Part II

About This School

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 (93.7%).

Opportunities for Parental Involvement

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. We continue to add to our list of volunteers as the school expands.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	465
Grade 10	462
Grade 11	456
Grade 12	473
Total Enrollment	1856

LIBERTY HIGH

Part II

About This School

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Percent of Total Enrollment

Group	Percent
African American	0.4
American Indian or Alaska Native	.06
Asian	.04
Filipino	.014
Hispanic or Latino	26.0
Pacific Islander	.002
White	64.0
Multiple or No Response	5.00
Socioeconomically Disadvantaged	20.00
English Learner	1.00
Disabilities	5.00

Average Class Size and Class Size Distribution

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Number of Classrooms per Subject

Subject	Year	1-22	23-32	33+	Average
English-Language Arts	2007-2008	29	36	14	27.0
	2008-2009	30	14	24	28.0
	2009-2010	0	0	0	0.0
Mathematics	2007-2008	27	21	24	27.0
	2008-2009	24	11	27	29.0
	2009-2010	0	0	0	0.0
Science	2007-2008	4	19	30	32.0
	2008-2009	2	23	24	32.0
	2009-2010	0	0	0	0.0
History-Social Science	2007-2008	4	21	26	32.0
	2008-2009	2	9	29	35.0
	2009-2010	0	0	0	0.0

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Part III

School Climate

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 four 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: October 5, 2010

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	23.00	21.00	29.6	51.00	42.00	37.00
Expulsions	2.00	3.00	1.2	6.00	5.00	6.00

LIBERTY HIGH**Part IV****School Facilities****School Facility Conditions and Planned Improvement**

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.

The District budgeted \$1,750,000 for the 2010-11 fiscal year for deferred maintenance, representing approximately .5% of the General Fund budget.

Inspections by KHSD Safety Inspectors and Maintenance and Operations Department are conducted yearly. All buildings are air conditioned and heated. The plant is attractively painted and landscaped. Improvement funds come from the District Maintenance and Operations budget and the school's principal budget. The District participates in the State School Deferred Maintenance Program for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems. The District budgeted \$1,700,000 for deferred maintenance for the 2009-2010 school year. This represents .5% of the District's General Fund Budget.

Liberty High School has no modernization or maintenance projects projected for the 2010-2011 school year.

LIBERTY HIGH

Part IV

School Facilities

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Status*	Repair Needed / Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating**	Exemplary	

**Based on a scale from: Poor—Fair—Good*

***Based on a scale from: Poor—Fair—Good—Exemplary*

Date of inspection: 1/8/2011

Completion date of inspection form: 1/8/2011

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Part V

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at dq.cde.ca.gov/dataquest.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	86	72	65	1505
Without Full Credential	1	1	1	38
Teaching Outside Subject Area of Competence				n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

LIBERTY HIGH

Part V

Teachers

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq.

Percent of Classes In Core Academic Subjects

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Liberty High	98.2	2.8
All Schools in District	91.7	8.3
High-Poverty Schools in District	91	9
Low-Poverty Schools in District	92	8

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Part VI

Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Students per Academic Counselor

Title	Average Total
Number of Students per Academic Counselor	464

Number of FTEs Assigned to School

Title	Total
Academic Counselor	4.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

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Part VII

Curriculum and
Instructional
Materials**Quality, Currency, and Availability of Textbooks and Instructional Materials**

This section displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or nonadopted textbooks or instructional materials.

Textbook Information

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

English-Language Arts

Textbook Title and/or Publisher	Adoption Year
Literature & Language Arts 3rd Course, Holt, Rinehart & Winston 2003	2006
Literature & Language Arts 4th Course, Holt, Rinehart & Winston 2000	2006
Literature & Language Arts 5th Course, Holt, Rinehart & Winston 2000	2006
Literature & Language Arts 6th Course, Holt, Rinehart & Winston 2000	2006
Edge: Level A, National Geographic 2007	2007
Edge: Level B, National Geographic 2007	2007
Edge: Level C, National Geographic 2007	2007
Hampton Brown – Edge, Hampton-Brown/National Geographic 2008	2008
Language! Book C, Sopris West 2005	2009

Collection Date: August 2010

LIBERTY HIGH

Part VII

Curriculum and
Instructional
Materials**History-Social Science**

Textbook Title and/or Publisher	Adoption Year
Modern World History: Patterns of Interaction, McDougal Littell 2007	2007
Western Civilization 4th Edition, Wadsworth 2007	2007
The Americans: reconstruction to the 21st Century, McDougal Littell 2007	2007
Magruder's American Gov't, Prentice Hall 2001	2001
Economics Principles in Action, Prentice Hall 2001	2001

Collection Date: August 2010

Mathematics

Textbook Title and/or Publisher	Adoption Year
Algebra 1: Concepts & Skills, McDougal Littell 2001	2001
Algebra 1, Globe Fearon 2001	2001
Algebra 2, McDougal Littell 2008	2008
Geometry Concepts and Applications, Glencoe 2001	2001
Geometry: McDougal Littell 2007	2007
Calculus of a Singular Variable, Houghton Mifflin 2007	1999
Elementary Statistics, Pearson Prentice Hall 2003	2003
The Practice Of Statistics, Freeman 2008	2008
Advanced Mathematics, McDougal Littell/Houghton Mifflin 1999	1999
Integrated Math, McDougal Littell 2002	2003
Consumer Mathematics/AGS 2004	2004
Foundations in Personal Finance/Lamos 2009	2009

Collection Date: August 2010

LIBERTY HIGH

Part VII

Curriculum and
Instructional
Materials

Science

Textbook Title and/or Publisher	Adoption Year
Chemistry California Edition, Prentice Hall 2007	2007
Chemistry, Houghton Mifflin 1999	1999
Exploring Earth Science, Prentice Hall 1999	1999
Biology, McDougal Littell 2008	2008
Science Level Blue, Glencoe 2006	2006
Conceptual Physics, Scott Foresman Addison Wesley 1999	2006
College Physics, Thompson 2006	2006
Living the Environment, Thompson 2007	2007
Health Skills for Wellness	1999

Collection Date: August 2010

Science Equipment

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

LIBERTY HIGH

Part VII

Curriculum and
Instructional
Materials

Other

Textbook Title and/or Publisher	Adoption Year
Realidades: Level 1, Pearson Prentice Hall 2007	2007
Realidades: Level 2, Pearson Prentice Hall 2008	2008
En Espanol! 3, McDougal Littell 1999	1999
En Espanol! 4, McDougal Littell 1999	1999
Abriendo Paso: Gramatica, Prentice Hall 2007 and McDougal Littell 2007	2007
Abriendo puertas: Lenguaje, Prentice Hall 2007 and McDougal Littell 2007	2007
Abriendo Paso: Lectura, Prentice Hall 2007 and McDougal Littell 2007	2007
Allez, Viens 1, Holt, Rinehart and Winston 2006	2006
Allez, Viens 2, Holt, Rinehart and Winston 2006	2006
Allez, Viens 3, Holt, Rinehart and Winston 2006	2006
Imaginez, Vista 2007	2007

Collection Date: August 2010

Quality, Currency, and Availability of Textbooks and
Instructional Materials

Core Curriculum Area	Percent
Reading/Language Arts	100%
Mathematics	100%
Science	100%
History-Social Science	100%
Foreign Language	100%
Health	100%
Visual and Performing Arts	N/A
Science Laboratory Equipment (grades 9-12)	100%

Textbook Information Collection Date: August
2010

LIBERTY HIGH

Part VII

Curriculum and
Instructional
MaterialsPercent of Pupils Who Lack Their Own Assigned
Textbooks and/or Instructional Materials

Core Curriculum Area	Percent
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

Textbook Information Collection Date: August
2010

LIBERTY HIGH

Part VIII

School Finances

Expenditures Per Pupil and School Site Teacher Salaries

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs.

Liberty High Expenditures Per Pupil

Type	Total
Supplemental (From Restricted Sources)	\$2,101
Basic (From Unrestricted Sources)	\$6,183
Total	\$8,284

Basic Expenditures vs. Teacher Salary Comparisons

Type	School	District		State	
Basic Expenditures	\$6,183	N/A	N/A	\$5,866	5.40%
Average Teacher Salary	\$78,167	\$73,268	6.69%	\$70,728	10.52%

Note: % difference versus school indicated in parentheses ().

Types of Services Funded

EIA
 Vocational/Applied Technology Secondary (Perkins)
 MAA
 Instructional Materials (Lottery)
 Career Technical Education
 CAHSEE Intervention Materials
 Supplemental School
 ELL
 Gifted and Talented Education (GATE)

LIBERTY HIGH

Part VIII

School Finances

Teacher and Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,597	\$43,096
Mid-Range Teacher Salary	\$62,567	\$70,018
Highest Teacher Salary	\$93,470	\$89,675
Average Principal Salary (Elementary)	\$0	\$0
Average Principal Salary (Middle)	\$0	\$122,408
Average Principal Salary (High)	\$113,589	\$128,615
Superintendent Salary	\$237,158	\$204,469
Percent of Budget for Teacher Salaries	38%	N/A
Percent of Budget for Administrative Salaries	5%	N/A

LIBERTY HIGH

Part IX

Student
Performance**Standardized Testing and Reporting Program**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students: Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	46%	58%	54%	32%	37%	40%	46%	50%	52%
Mathematics	21%	32%	24%	14%	18%	19%	43%	46%	48%
Science	54%	60%	58%	35%	43%	47%	46%	50%	54%
History-Social Science	42%	53%	49%	26%	32%	39%	36%	41%	44%

LIBERTY HIGH

Part IX

Student
Performance**Standardized Testing and Reporting Results by Student Group:
Most Recent Year**

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Percent of Students Scoring at Proficient or Advanced

Group	ELA	Math	SCI	HSS
African American	52.00%	22.00%	53.00%	45.00%
American Indian				
Asian	77.00%	46.00%	76.00%	67.00%
Filipino	75.00%	44.00%		
Hispanic or Latino	42.00%	16.00%	49.00%	41.00%
Pacific Islander				
White	58.00%	26.00%	62.00%	51.00%
Male	50.00%	24.00%	65.00%	55.00%
Female	59.00%	24.00%	51.00%	43.00%
Socioeconomically Disadvantaged	36.00%	17.00%	48.00%	41.00%
English Learner	17.00%	0.00%	0.00%	
Disabilities	14.00%	23.00%	12.00%	12.00%
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at cde.ca.gov. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

LIBERTY HIGH

Part IX

Student
Performance**California High School Exit Examination Results for All Students:
Three-Year Comparison**

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	70.00%	70.00%	69.00%	50.00%	50.00%	51.00%	53.00%	53.00%	54.00%
Mathematics	66.00%	66.00%	67.00%	48.00%	48.00%	53.00%	51.00%	51.00%	53.00%

**California High School Exit Examination Results by Student Group: Most
Recent Year**

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	31.00%	26.00%	43.00%	33.00%	42.00%	25.00%
African American	23.50%	41.20%	35.30%	29.40%	58.80%	11.80%
American Indian or Alaska Native						
Asian	0.00%	41.00%	59.00%	12.00%	29.00%	59.00%
Filipino						
Hispanic or Latino	50.00%	23.00%	27.00%	48.00%	38.00%	14.00%
Pacific Islander						
White (not Hispanic)	26.00%	26.00%	48.00%	29.00%	44.00%	28.00%
Male	32.00%	29.00%	39.00%	27.00%	40.00%	33.00%
Female	30.00%	24.00%	46.00%	39.00%	45.00%	17.00%
Economically Disadvantaged	53.00%	22.00%	26.00%	51.00%	35.00%	14.00%
English Learners	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Students with Disabilities	100.00%	0.00%	0.00%	94.40%	5.60%	0.00%
Students Receiving Migrant Education Services						

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Part IX

Student
Performance**California Physical Fitness Test Results**

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at www.cde.ca.gov/ta/tg/pf. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Percent of Students Meeting Healthy Fitness Zones

Grade Level	4 of 6 Students	5 of 6 Students	6 of 6 Students
5	0	0	0
7	0	0	0
9	10.3%	25.9%	56%

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Part X

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at www.cde.ca.gov/ta/ac/ap.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	6	6	8
Similar Schools	1	1	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: "N/A" means that the student group is not numerically significant or data were not available.

Actual API Change

Group	2007-08	2008-09	2009-10
All Students in the School	13	45	-11
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	20	36	-11
Pacific Islander			
White (not Hispanic)	12	45	-10
Socioeconomically Disadvantaged	4	64	-9
English Learners			
Students with Disabilities			

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Part X

Accountability

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

2010 Growth API

Group	School	LEA	State
All Students in the School	763	708	767
African American		652	686
American Indian or Alaska Native		731	728
Asian		844	890
Filipino		842	851
Hispanic or Latino	711	674	715
Pacific Islander			753
White (not Hispanic)	776	770	838
Two or More Races		703	808
Socioeconomically Disadvantaged	695	663	712
English Learners		646	692
Students with Disabilities		436	580

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

LIBERTY HIGH

Part X

Accountability

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at www.cde.ca.gov/ta/ac/ay.

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	n/a	16
Percent of Schools Currently in Program Improvement	n/a	67

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Part XI

School Completion
and Postsecondary
Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at www.calstate.edu/SAS/admreq.shtml.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE Data- Quest Web page at dq.cde.ca.gov/dataquest.

Level	Year	Dropout Rate (1-year)	Graduation Rate
Liberty High	2006-2007	2.0	92.0
	2007-2008	2.0	94.0
	2008-2009	2.0	94.0
District	2006-2007	5.0	75.0
	2007-2008	5.0	77.0
	2008-2009	5.0	77.0
State	2006-2007	4.0	81.0
	2007-2008	4.0	80.0
	2008-2009	4.0	80.0

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Part XI

School Completion
and Postsecondary
Preparation**Completion of High School Graduation Requirements**

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

This table will be updated when the data has been released.

Graduating Class of 2009

Group	School	District	State
All Students	97.3%	66.75%	N/A
African American	100%	56.86%	N/A
American Indian or Alaska Native	50%	62.89%	N/A
Asian	100%	78.65%	N/A
Filipino	N/A	84.71%	N/A
Hispanic or Latino	96%	62.6%	N/A
Pacific Islander	100%	N/A	N/A
White (not Hispanic)	98%	74.93%	N/A
Socioeconomically Disadvantaged	N/A	60.27%	N/A
English Learners	N/A	52.07%	N/A
Students with Disabilities	N/A	16.75%	N/A

Note: "N/A" means that the student group is not numerically significant.

Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 5 continuation schools, career centers, Bakersfield Adult School, and Regional Occupation Center (ROC) offer 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 collaboration between KHSD's California 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, nationally, and internationally.

The ROC offers 24 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

LIBERTY HIGH

Part XI

School Completion and Postsecondary Preparation

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 articulation with the Kern/South Tulare Consortium for Tech Prep has strengthened the CTE programs at the secondary and post-secondary levels. Twelve Academies through the California Department of Education (CDE) flourish at 9 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 a near 90% graduation rate for student participants. The KHSD CTE Advisory Committee, representing a reflection of local business and industry partners, meets at least twice annually to make recommendations for program improvement, industry trends, training needs, and local industry demands for future employment.

CTE courses at KHSD comprehensive sites are increasing rapidly with an average of 41 current offerings. In addition, the District continues to add resources to further improve and expand CTE offerings.

The Kern High School District's 18 comprehensive high schools, 5 continuation schools, career centers, Bakersfield Adult School and Regional Occupational Center and Programs offer career pathways as outlined from the California Career Technical Education Model Curriculum Standards 15 industry sectors. The collaboration between the District's 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 been a leader in CTE Programs which have recognized students locally, nationally and internationally.

The ROC offers 24 capstone classes at its location to the local high school students and has expanded introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers program 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, their senior year attend the Nursing Assistant ROC program obtaining 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 articulation with the Kern/South Tulare Consortium for Tech Prep has strengthened the CTE programs at the secondary and postsecondary level.

Follow-up studies track the Carl Perkins CTE program completers with a near 90% graduation rate for student participants. The KHSD CTE Advisory Committee, representing a reflection of local business and industry partners, meets at least twice annually to make recommendations for program improvement, industry trends, training needs, and local industry demands for future employment. In addition, the District has added resources to further improve and expand CTE offerings.

LIBERTY HIGH

Part XI

School Completion
and Postsecondary
Preparation**Career Technical Education Participation**

This table displays information about participation in the school's CTE programs.

Measure	Participation
Number of pupils participating in CTE	1245
Percent of pupils completing a CTE program and earning a high school diploma	12.8%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	2%

Courses for University of California and/or California State University Admission

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at dq.cde.ca.gov/dataquest.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	65.6%
Graduates Who Completed All Courses Required for UC/CSU Admission	47.2%

Advanced Placement Courses

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at dq.cde.ca.gov/dataquest.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science	N/A	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	2	N/A
All courses	11	4%

LIBERTY HIGH**Part XII****Instructional
Planning and
Scheduling****Professional Development**

Staff Development in the Kern High School District is an extensive and yearlong endeavor. With the state and federal reduction in funds for staff development, the district has continues to offer “in-service” days before school starts in the fall and in the Spring semester – and various hours of time during the remainder of the year. These “in-service” hours allow us to set goals within each department for training, and to attend regional and state conferences. In addition, the district has mandatory training programs for beginning teachers (BTSA), and offers an extensive array of workshops for certificated and classified employees alike.

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.

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

- 2007-08: 3
- 2008-09: 3
- 2009-10: 4