

Liberty Elementary School

2175 Proctor Valley Rd. • Chula Vista, CA 91914 • (619) 397-5225 • Grades K-6

Charles Grisier, Principal

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<http://schools.cvesd.org/schools/liberty/Pages/home.aspx#.WcKblb3n-P8>

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



Chula Vista Elementary School District

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School Description

Liberty School was the 41st school in the Chula Vista Elementary School District, which now has 49 schools, including charters. Liberty is located in an area of relatively new homes and new construction. We opened in July 2004 with 300 students and have grown over the years to a population of 749 students and currently at 729 students. Most of our students live in single family dwellings. Approximately 15% of our students qualify for free or reduced-price meals and 17% are English Learners. Our school population is rich in ethnic diversity.

Mission

Liberty School provides a safe, nurturing, supportive learning environment for every member of the school community. We foster the continuous academic and social growth of all students by engaging them in challenging, enriching learning experiences that meet their individual needs and prepare them for life in the 21st century. This is accomplished by immersing students in a standards-based curriculum that demonstrates relevance to their lives, provides in-depth experiences in all curricular areas, and provides a strong foundation for future learning. The building blocks of the academic program are commitment, competency, communication and collaboration. Staff members take responsibility for basing instruction on best practices by engaging in ongoing professional development through research, reading, and collaboration. Teachers are adept at using ongoing assessments and data to guide instruction. Techniques, strategies, and results are shared with parents on an ongoing basis, thereby giving parents the opportunity to be true partners in the academic and social growth of their children.

Teachers use the results of standardized tests and other District and site-specific formative and summative assessments to identify learning strengths and gaps, to design the instructional program, and to determine staff development needs.

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 Grade Level	
Grade Level	Number of Students
Kindergarten	102
Grade 1	90
Grade 2	95
Grade 3	110
Grade 4	95
Grade 5	125
Grade 6	112
Total Enrollment	729

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.3
Asian	2.3
Filipino	15.9
Hispanic or Latino	54.9
Native Hawaiian or Pacific Islander	0.3
White	17.3
Socioeconomically Disadvantaged	19.1
English Learners	15.6
Students with Disabilities	11.5
Foster Youth	0.0

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 Elementary School	16-17	17-18	18-19
With Full Credential	32	32	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	NA		0
Chula Vista Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Liberty Elementary 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)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials Year and month in which data were collected: January 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark ELA and SLA programs adopted 2017-18. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math! from Houghton-Mifflin adopted for K-6 in English and Spanish. Adopted Summer 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes 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)

Classroom space at Liberty Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Liberty's custodial staff performs basic cleaning operations daily.

The physical environment at the school also contributes to the safety on site. Grounds are clean and well-lit, both day and night. According to the Hanover Survey, parents and teachers believe Liberty is a well-kept campus free of graffiti. Signs are posted which require any visitors to register at the school office. School buildings and classrooms are well-maintained and free of physical hazard. The custodian inspects grounds daily before students arrive. Any safety issues and necessary repairs are made immediately. Parking areas are clearly designated, and there are established pick-up and drop-off areas.

School and classroom design and conditions, as well as practiced routines and procedures, provide a safe and orderly environment that supports teaching and learning. Students are supervised before school and during school. Any student not picked up on time is brought to the office until an adult comes.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/31/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	600 girl's RR: Stain floors Admin office: Window seals dirty. Admin reception: Front counter wood stained , tackboard stained and dirty. Admin signal: Panel block CR 304: Weather stripping on door, dusty window seals. CR 306: Counter top chipped, Counter crack, rug stains. CR 307: Cabinet door doesn't close properly, stain on wall. CR 403: 1 light out CR 404: lamp out, door doesn't close properly. CR 407: CR 408: Cabinet door doesn't shut properly. CR 504: Pencil sharpener broken Health office: windows seal dirty Media Center Boys RR: Door dirty, wall stain. Media Center Girl's RR: Paint cracking, stains on walls. Multiple purpose: door does not close properly, stains on rug, dirt on wall 1-light out. RESOURCE ROOM: paint chipping off wall, no fire extinguisher Staff lounge: ceiling tiles off grid, cobwebs on window, carpet stains, door scratch and dirty.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	300 boys RR: Floor dirty, weather stripping on door. Admin reception: Front counter wood stained , tackboard stained and dirty. Mp men's RR: Cobwebs on window stage: Cobwebs on stairs back and front and dirty.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/31/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	300 boys RR: Floor dirty, weather stripping on door. CR 404: lamp out, door doesn't close properly. CR 503: Cabinet door under sink not closing, low water pressure, 4 lights out, chips in counter top. CR 601: Stain carpet. CR 607: GFCI loose , projector doesn't stay down. Kitchen: 2 ligths out Media center: Smalls holes on walls, cobwebs on windows, carpet some stains. RESOURCE ROOM: paint chipping off wall, no fire extinguisher Stage electrical: Electrical Panels blocked , door does not open properly
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	KCR 605: Sink doors don't close properly, door weather stripping, stains on carpet. Media Center Girl's RR: Paint cracking, stains on walls. Media Center womens RR: No hot water pressure, 1 toilet seat loose, outside drinking fountain low pressure.
Safety: Fire Safety, Hazardous Materials	Good	Admin work room: Pesticides under sink (bug-gon)(kills ants and bugs), (insect killer soap) CR 301: Stain on wall, computer cart broken, closet door doesn't close property. CR 306: Counter top chipt, Counter crack, rug stains. CR 601: Stain carpet.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 301: Stain on wall, computer cart broken, closet door doesn't close property. CR 302: Ceiling tile sagging, weather stripping on door. CR 402: Multiple purpose custodian: Multiple purpose: door does not close properly, stains on rug, dirt on wall 1-light out. Playground: Wood chips -Play structure, corner on playtoy tripping hazzard concrete lifting, cracks on black top. Stage electrical: Electrical Panels blocked , door does not open properly
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	72.0	70.0	62.0	65.0	48.0	50.0
Math	65.0	68.0	49.0	51.0	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.

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	441	431	97.73	70.07
Male	241	236	97.93	65.68
Female	200	195	97.50	75.38
Black or African American	12	12	100.00	33.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	51	51	100.00	78.43
Hispanic or Latino	261	256	98.08	68.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	76	74	97.37	71.62
Two or More Races	26	26	100.00	80.77
Socioeconomically Disadvantaged	103	102	99.03	60.78
English Learners	107	101	94.39	66.34
Students with Disabilities	59	54	91.53	22.22

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	441	431	97.73	68.07
Male	241	236	97.93	67.95
Female	200	195	97.5	68.21
Black or African American	12	12	100	50
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	51	51	100	76.47
Hispanic or Latino	261	256	98.08	63.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	76	74	97.37	70.27
Two or More Races	26	26	100	88.46
Socioeconomically Disadvantaged	103	102	99.03	56.44
English Learners	107	101	94.39	58.42
Students with Disabilities	59	54	91.53	19.23

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)

Contact person: Principal Charles Grisier

Contact Person Phone Number: (619) 397-5225

Liberty School welcomes parent and community involvement in the school. Our school motto is, "Working together We Learn." We have a Parent Teacher Committee (PTC) that is very active and supportive of the school. The PTC organizes school-wide activities such as the annual Mother/Son and Father/Daughter Dances, Festival, and Family Movie Nights. It also supports the educational focus by helping to purchase books for the library. Every class has a PTC room parent who serves as a room parent who coordinates class-specific activities.

Other parent involvement opportunities include our School Site Council (SSC) comprised of parents, teachers, the principal, and other school personnel. Members are elected every two years and oversee the categorical budget of the school, as well as develop the Single Site Plan for school improvement and the Emergency Procedures Plan. Family Read is a monthly event where families come to school, learn a reading strategy, and then go and read with their child(ren).

The English Language Advisory Committee (ELAC) is comprised of parents, teachers, the principal, and other school personnel. This group shares information and studies issues and concerns relating to the second language acquisition program at the school.

We also have opportunities for parents and community members to volunteer for various functions throughout the year. Family Read is one example. The first Friday of the month, parents come and read with their children. they first meet with the principal for a reading mini-lesson for 10 minutes and then read with their child(ren) for 20 minutes. We have more than 100 parents who attend this event. Additionally, we have a variety of parents who volunteer to run after school clubs such as Robotics, art, garden club and co-coach on our Kickball, Basketball and Soccer teams.

The Liberty PTC, parent group, works closely with the school in developing events for students and parents; ie. parent/child dances, spring carnival, APEX Fun Run, talent show and more.

Outside of these formal structures, parents and community members are always welcome to volunteer in the classrooms at any time upon arrangements with the individual teachers.

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

Student safety and well-being are promoted by activities including emergency and earthquake preparedness drills, playground supervision, drug and alcohol abuse prevention education programs, anti-bullying assemblies, child abuse awareness, a program directed toward gang suppression, peer mediators and a School Safety Patrol. We work in conjunction with the police department, as well as the fire department to ensure that our school is safe and that staff is aware of safety procedures. The safety committee met 3 times during the month of August to update the plan. The safety plan was communicated to parents at the monthly Liberty Legends Assembly on 8/31/18 and a robo call was sent to parents on 9/4/18. The School Site Council approved the School Safety Plan on September 6, 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.4	0.0	0.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.6	0.7
Expulsions Rate	0.0	0.0	0.0
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	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	0.6
Social Worker	.075
Nurse	0.5
Speech/Language/Hearing Specialist	1.
Resource Specialist (non-teaching)	1.2
Other	1
Average Number of Students per Staff Member	
Academic Counselor	

* 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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			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
K	20	20	24	3	3		2	2	4			
1	22	23	22	1		1	3	4	3			
2	23	20	23		3	1	4	2	3			
3	24	25	21	1		2	4	3	3			
4	26	24	22	1	1	1	3	4	3			
5	30	30	30				4	4	4			
6	27	26	26		1	1	4	4	4			
Other	14		12	1		1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Liberty has had a strong professional development plan for the past three years (2016-17, 2017-18 and 2018-19). In Year one, we focused on writing with the writers' workshop model and GLAD strategies, Year two we focused on small group instruction, specifically in reading with our newly adopted Benchmark program and continued our study of GLAD strategies. Year three our focus is on Teacher Clarity through focusing on Success Criteria. We also started the year with a focus on the Social Emotional Learning program, Sanford Harmony and building teacher/student relationships. Student proficiency grew in all areas over the three years, especially for our English Language learners.

Outside consultants, in-house teacher leaders including the school Resource Teacher created and implemented the professional development. The Liberty ILT receives professional development training 5 full days per year by the district and we meet at least monthly for 3 hours.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,472	\$50,084
Mid-Range Teacher Salary	\$74,639	\$80,256
Highest Teacher Salary	\$99,421	\$100,154
Average Principal Salary (ES)	\$131,180	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$292,319	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,814.49	\$2,930.63	\$6,883.86	\$78,725.00
District	◆	◆	\$166,094,33	\$77,385
State	◆	◆	\$11,548	\$80,910
Percent Difference: School Site/District			-200.0	8.7
Percent Difference: School Site/ State			4.6	0.5

* 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.

Types of Services Funded

English Learner Support: English Learners with an overall proficiency of 1 or 2 participate in Imagine Learning, a supplemental, computer-based program to accelerate English proficiency. State funds also increase the amount of time the LEP aide is available to provide supplemental services and support to students and teachers. Achieve 3000, also an online learning accelerator, has been purchased for struggling students. This is aimed at increasing Reading Comprehension skills, as well as vocabulary and fluency. Instructional assistants provided reading support for students in Grades 1 and 2. Accelerated Reader is used to assess student fiction reading level on the STAR test. Simultaneously, we also have Dreambox to support student math learning. Additionally, on-site teaching staff provided additional support to students in the area of reading.

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.