Liberty Elementary
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Liberty Elementary
Street	9631 Hayes St.
City, State, Zip	Riverside, CA 92503-3660
Phone Number	951-352-8225
Principal	Esther Garcia
E-mail Address	emgarcia@rusd.k12.ca.us
Web Site	www.rusdlink.org/Domain/25
CDS Code	33-67215-6032684

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Liberty exists to nurture and facilitate innovators' individual passion for learning. Through voice, choice, pace and path, learners will contribute to mankind's digitally connected world.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	121
Grade 1	85
Grade 2	88
Grade 3	111
Grade 4	117
Grade 5	129
Grade 6	99
Total Enrollment	750

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.7
Asian	1.1
Filipino	0.3
Hispanic or Latino	85.6
Native Hawaiian or Pacific Islander	1.6
White	7.1
Two or More Races	0.9
Socioeconomically Disadvantaged	88.3
English Learners	43.1
Students with Disabilities	8.9
Foster Youth	0.3

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	36	34	34	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of 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 2017-18)

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 (adopted in 2013) Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016) Houghton Mifflin Harcourt: Read 180/System 44 (adopted in 2010)/Next Generation System 44 (Amended in 2017)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6 (adopted in 2014)	Yes	0%
Science	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	Offer standards-based visual art and instrumental music classes. Offer supporting programs in theater, dance, and vocal music after school.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Lot Size: 6.3 Acres
Last modernized: 2014
28 Permanent Classrooms
7 Portable Classrooms
Completely Air Conditioned
Library
Multi-Purpose Room
Indoor and outdoor cafeteria

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

Liberty has a full-time custodian who, along with other district personnel maintain the grounds and facilities.

# of Work Orders = 355
Labor Hours = 1133.15
Assessed Value of Work = $51,352.98

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/21/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			16: 4-torn vinyl-east wall by door 15-raised landing leap-trip hazard 205: 4-one stained ceiling tile 23: 4-one stained ceiling tile & one misplaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Girls RR: 5 - Wads of paper on ceiling, 7 - One hand dryer does not work Girls RR: 5 - Wads of paper on ceiling, 7 - One light out, 9 - One faucet does not work
Electrical: Electrical		X		31: 7-three lights out Across 21 Boys RR: 7-light cover missing Across 21 Staff RR: 7-light cover missing Health Office: 7-missing light cover/one light out Library: 7-five lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		100 Girls RR: 8-one soap dispenser doesn't work Boys RR: 8-one toilet paper dispenser is loose/no paper in HC stall Girls RR: 8-no paper towels K11: 8-loose toilet seat
Safety: Fire Safety, Hazardous Materials	X			K12: 11-peeling paint from roof louvers K13: 11-peeling paint from roof louvers K14: 7-two lights out-work order 11-peeling paint ftom roof louvers
Structural: Structural Damage, Roofs	X			2: Ceiling tiles stained 201: Stained ceiling tile - evidence of roof leak 202: Stained ceiling tile 203: Broken ceiling tile, stained tile 21: Ceiling tile has hole, faucet loose 210: Stained ceiling tile 22: Ceiling tile has hole 23: Ceiling tiles 34: Stained ceiling tile 9: Ceiling tiles stained

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/21/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			16: 4-torn vinyl-east wall by door 15-raised landing leap-trip hazard

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: **11/21/2017**				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2015-16	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts/Literacy (grades 3-8 and 11)	30	36	48	47	48	48
Mathematics (grades 3-8 and 11)	21	21	35	34	36	37

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	475	466	98.11	36.27
Male	245	238	97.14	31.09
Female	230	228	99.13	41.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	405	397	98.02	34.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	34	97.14	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	426	419	98.36	34.37
English Learners	281	273	97.15	31.14
Students with Disabilities	63	62	98.41	3.23

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	475	470	98.95	21.06
Male	245	241	98.37	21.99
Female	230	229	99.57	20.09
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	405	401	99.01	20.2
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	34	97.14	29.41
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	426	422	99.06	19.19
English Learners	281	277	98.58	19.86
Students with Disabilities	64	63	98.44	0

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	34	16	58	54	60	56

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

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

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

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.8	30.8	20.8

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.

C. Engagement

State Priority: Parental Involvement

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

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parent Involvement Contact Person Name: Esther Garcia Contact Person Phone Number: 951-352-8225

Parents are encouraged to attend all parent meetings, parent workshops and to volunteer in their child's classroom. All parents are encouraged to take an active role in their child's education through ongoing communication with the school. The school communicates with parents through parent letters, flyers, autodial calls, school marquee, posters, and website, which includes a monthly calendar. Other forms of communication available to parents are the web-based Class Dojo and Remind.

Parents are encouraged to attend all School Site Council, English Learner Advisory Council, and Parent Teacher Association meetings throughout the school year. School Site Council and English Learner Advisory Council meetings are conducted every month. The meeting agendas included sharing achievement data, categorical budgets, and the Single Plan for Student Achievement. Trainings are also offered at these meetings.

Liberty engaged parents through multiple academies and trainings during the 2016-2017 school year. These trainings were focused on providing all parents with strategies to support their children in developing basic early literacy and reading comprehension skills. In 2016-2017, PIQE (Parent Institute for Quality Education) was provided to all parents for two consecutive years . This program provided parent workshops on the topics parents selected as high needs through the Parent Needs Assessment Survey. In 2017-2018, School Smarts, a PTA sponsored program, is being provided. All parents were invited through autodial message, flyers and one-to-one parent phone calls conducted by Liberty's translator.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.9	2.5	4.0	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.2	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required.

The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any school-wide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	68.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		5		24		5		24		5	
1	27		4		25		3		26		3	
2	30		4		25		5		24		4	
3	30		4		25		5		21	1	4	
4	25	1	3		29	1		4	28	1		3
5	31		4		34			2	34			4
6	28	1		3	30	1		4	26	1	3	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.23	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6601	1247	5354	85479
District	N/A	N/A	$5,857	$87,199
Percent Difference: School Site and District	N/A	N/A	-8.6	-2.0
State	N/A	N/A	$6,574	$79,228
Percent Difference: School Site and State	N/A	N/A	-18.6	7.9

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

Types of Services Funded (Fiscal Year 2016-17)

Liberty Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

$156,379 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

$201,208   Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$56,035	$47,808
Mid-Range Teacher Salary	$82,647	$73,555
Highest Teacher Salary	$100,547	$95,850
Average Principal Salary (Elementary)	$125,192	$120,448
Average Principal Salary (Middle)	$132,039	$125,592
Average Principal Salary (High)	$144,725	$138,175
Superintendent Salary	$282,285	$264,457
Percent of Budget for Teacher Salaries	40%	35%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

During the 2016 - 2017 school year, certificated staff participated in professional development sponsored by the school, district, or
through special projects that were appropriate for their individual needs. The major topics covered were:

1. California Wonders

2.Standards Based Planning with a focus on interventions

3. Data Analysis based on Formative Assessment Results

4. Personalized Learning

5. Systematic English Language Development

5. Technology - Effective Use of Instructional Technology Tools to Improve Student Learning

6. Increasing Student Engagement.

7. Data Analysis

8. CCSS Math with RCOE, Annette Kitagawa

The data management systems used are: Illuminate, DIBELS and NWEA MAP

During the 2015-2016 school year, major topics covered were:

1. California Common Core State Standards Based Planning with a focus on understanding the organization, language and expectations

2. Illuminate Data and Assessment System Analysis

3. Personalized Learning- Understanding the Five Elements (Learning Profile, Personalized Learning Plan, Flexible Learning, Competency Based, Socially Engaged Contributor)

4. Systematic English Language Development for Designated ELD

5. Difference between Integrated and Designated ELD

6. Technology-Effective Use of Instructional Technology Tools to Improve Student Learning

7. Increasing Student Engagement. The data management systems used are: Illuminate, DIBELS and iReady