

Liberty Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the 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 course 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 UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 have 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 admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2024-25 School Contact Information

| | |
|--|---|
| School Name | Liberty Elementary School |
| Street | 2175 Proctor Valley Rd. |
| City, State, Zip | Chula Vista, CA 91914 |
| Phone Number | (619) 397-5225 |
| Principal | Elizabeth Diaz-Tucker |
| Email Address | Elizabeth.tucker@cvesd.org |
| School Website | https://liberty.cvesd.org/ |
| Grade Span | K-6 |
| County-District-School (CDS) Code | 37-68023-6037832 |

2024-25 District Contact Information

| | |
|-------------------------|--|
| District Name | Chula Vista Elementary School District |
| Phone Number | (619) 425-9600 |
| Superintendent | Dr. Eduardo Reyes, Superintendent |
| Email Address | eduardo.reyes@cvesd.org |
| District Website | www.cvesd.org |

2024-25 School Description and Mission Statement

Description
 Liberty School was the 41st school in the Chula Vista Elementary School District, which now has 50 schools, including charters. Liberty is located in an area of relatively new homes and new construction compared to the more established areas of the city. We opened in July 2004 with 300 students and have grown to a population of 749, currently at 540 students. Most of our students live in single-family dwellings. Approximately 19% of our students qualify for free or reduced-price meals, and 16% are English Learners. Our school population is rich in ethnic diversity.

2024-25 School Description and Mission Statement

Mission
Liberty School provides a safe, nurturing, supportive learning environment for every school community member. We foster all students' continuous academic and social growth 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, allowing parents to be true partners in their children's academic and social growth. Teachers use the results of standardized tests and other District and site-specific formative and summative assessments to identify learning strengths and gaps, design the instructional program, and determine staff development needs.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 70 |
| Grade 1 | 62 |
| Grade 2 | 72 |
| Grade 3 | 89 |
| Grade 4 | 92 |
| Grade 5 | 78 |
| Grade 6 | 111 |
| Total Enrollment | 574 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 50.7 |
| Male | 49.3 |
| Asian | 1.9 |
| Black or African American | 4.4 |
| Filipino | 14.5 |
| Hispanic or Latino | 57.3 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 9.9 |
| White | 11.8 |
| English Learners | 15.9 |
| Homeless | 0.5 |
| Socioeconomically Disadvantaged | 21.8 |
| Students with Disabilities | 16.4 |

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.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 26.80 | 89.46 | 1227.00 | 88.68 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 5.10 | 0.37 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 31.40 | 2.27 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 14.00 | 1.01 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 3.10 | 10.54 | 106.00 | 7.66 | 18854.30 | 6.86 |
| Total Teaching Positions | 29.90 | 100.00 | 1383.70 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 28.70 | 95.83 | 1266.50 | 87.95 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 6.80 | 0.48 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 22.80 | 1.59 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 33.90 | 2.36 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 1.20 | 4.17 | 109.80 | 7.63 | 15831.90 | 5.67 |
| Total Teaching Positions | 30.00 | 100.00 | 1440.10 | 100.00 | 279044.80 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 29.30 | 94.01 | 1302.40 | 88.51 | 231142.40 | 83.24 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 5.90 | 0.41 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 18.50 | 1.26 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.60 | 2.21 | 33.10 | 2.25 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 1.10 | 3.72 | 111.40 | 7.57 | 14303.80 | 5.15 |
| Total Teaching Positions | 31.20 | 100.00 | 1471.50 | 100.00 | 277698.00 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.00 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 | 0 |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0.5 |
| Local Assignment Options | 0.00 | 0.00 | 0.2 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 0.6 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0 | 0 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 are based on committee recommendations of our District’s school staff 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. 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. Teachers participate in the process of adopting a new curriculum. Last year, we piloted two science curricula. The staff followed a consensus decision-making process in determining the choice of curriculum. 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 (Achieve 3000, Smarty Ants, and iReady) 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.

Year and month in which the data were collected

July 2024

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|---|-----------------------------|--|
| Reading/Language Arts | Benchmark Advance and Benchmark Adelante - adopted July 2017 | Yes | 0% |
| Mathematics | iReady Math Curriculum - adopted July 2023 | Yes | 0% |
| Science | TWIGs Science Curriculum - adopted July 2023 | Yes | 0% |
| History-Social Science | Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. | Yes | 0% |
| Foreign Language | N/A | | N/A |
| Health | N/A | | N/A |
| Visual and Performing Arts | N/A | | N/A |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | N/A |

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

School Facility Conditions and Planned Improvements

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. Visitors are required to check in at the school office. School buildings and classrooms are well-maintained and free of physical hazards. The custodian inspects the 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. Traffic cones are used in the parking lot to help with the flow of drop-off and pick-up. 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 and during school. Any student not picked up on time after school is brought to the office, the parent is called, and the student stays in the office until an adult comes to pick them up. Documentation is kept of students who stay in the office.

Year and month of the most recent FIT report

8/19/2024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | X | | <p>600 boys RR: *Terrazzo Floor needs cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with Scotchgard. // walls dirty // broken soap dispenser // cracked floor by cabinet</p> <p>600 girl's RR: *Terrazzo Floor needs cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with Scotchgard.</p> <p>Admin reception: Front counter wood stained // – VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish.</p> <p>Child care: VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish.</p> <p>CR 304: 3 Stained ceiling tiles</p> <p>CR 305: weather stripping on door // 3 Ceiling tiles//</p> <p>CR 401: 1 ceiling tile stained // chip on countertop</p> <p>CR 402: 3 Ceiling tile stained// Floor Entrance</p> <p>CR 403: 1 Stained ceiling tiles //</p> <p>CR 404: Wax finishing is worn down / crusted - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats // 1st stall door swings to both sides (edge is worn from being forced to swing both ways)</p> <p>CR 405: 4 Ceiling tile stained</p> <p>CR 406: Wax finishing is worn down / crusted - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats //</p> <p>CR 407: Vents need dusting//Wax finishing is worn down / crusted - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy</p> |

School Facility Conditions and Planned Improvements

| | | | |
|---|---|--|--|
| | | | <p>Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats //</p> <p>CR 408: 3 Ceiling tiles//Wax finishing is worn down / crusted - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats</p> <p>CR 502: Door Weather stripping is torn // 2 Ceiling tiles</p> <p>CR 503: Wax finishing is worn down / crusted - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats //</p> <p>CR 504: 2 Stained ceiling tiles // weatherstrip torn on doors // small chip on counter</p> <p>CR 505: 2 Ceiling tile//</p> <p>CR 506: 1 Ceiling tile stained</p> <p>Health office: VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper, needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish.</p> <p>Media Center Girl's RR: Paint cracking // Stains on walls //Cobwebs behind door</p> |
| <p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p> | X | | <p>Kinder playground: Cobwebs on toy</p> <p>Media Center Boys RR: Door dirty // Wall stains //// Cobwebs // Rust on the door frame and around the window above</p> <p>Multiple purposes: CARPET It is recommended that it is extracted just with a hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), and allow it to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. //Wall peeling above the Kitchen door // Excessive amount of staples on tack board</p> <p>stage: Cobwebs on stairs back and front and dirty // Back wall is scratched and paint was peeled by tape removal // Access area walls are damaged (plaster) right hand side of backstage</p> |
| <p>Electrical</p> | X | | |
| <p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p> | X | | <p>600 boys RR: *Terrazzo Floor needs cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with Scotchgard. // walls dirty // broken soap dispenser // cracked floor by cabinet</p> <p>600 girl's RR: *Terrazzo Floor needs cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with Scotchgard.</p> <p>Admin men's RR: Water spiket cover missing (calcium buildup and dirty)</p> |

School Facility Conditions and Planned Improvements

| | | | |
|---|---|--|---|
| | | | Admin women's RR: Water spiket cover missing (calcium buildup and dirty) |
| Safety: Fire Safety, Hazardous Materials | X | | Admin electrical: Chairs + Ladder blocking panel - * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth, and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. CFC Section 604.3 Stage storage: Roof access covered packed - * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustibile items fromthe Electrical room. CFC Section 604.3 |
| Structural: Structural Damage, Roofs | X | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | Multiple purposes: CARPET It is recommended that it is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine) and allow it to dry. The second Face is to dry foam-stained areas and remove dirtiness from the carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemicals and dirt. //Wall peeling above the Kitchen door // Excessive amount of staples on tack board Playground: Wood chips -Play structure, corner on playtoy tripping hazzard concrete lifting, cracks on black top. |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 64 | 66 | 53 | 55 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 69 | 63 | 43 | 43 | 34 | 35 |

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 372 | 369 | 99.19 | 0.81 | 65.58 |
| Female | 193 | 193 | 100.00 | 0.00 | 75.13 |
| Male | 179 | 176 | 98.32 | 1.68 | 55.11 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 17 | 17 | 100.00 | 0.00 | 70.59 |
| Filipino | 60 | 60 | 100.00 | 0.00 | 76.67 |
| Hispanic or Latino | 200 | 197 | 98.50 | 1.50 | 57.36 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 33 | 33 | 100.00 | 0.00 | 69.70 |
| White | 53 | 53 | 100.00 | 0.00 | 75.47 |
| English Learners | 48 | 46 | 95.83 | 4.17 | 15.22 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 86 | 86 | 100.00 | 0.00 | 44.19 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 60 | 57 | 95.00 | 5.00 | 14.04 |

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 372 | 369 | 99.19 | 0.81 | 62.87 |
| Female | 193 | 193 | 100.00 | 0.00 | 64.25 |
| Male | 179 | 176 | 98.32 | 1.68 | 61.36 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 17 | 17 | 100.00 | 0.00 | 76.47 |
| Filipino | 60 | 60 | 100.00 | 0.00 | 75.00 |
| Hispanic or Latino | 200 | 197 | 98.50 | 1.50 | 54.31 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 33 | 33 | 100.00 | 0.00 | 63.64 |
| White | 53 | 53 | 100.00 | 0.00 | 71.70 |
| English Learners | 48 | 46 | 95.83 | 4.17 | 26.09 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 86 | 86 | 100.00 | 0.00 | 43.02 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 60 | 57 | 95.00 | 5.00 | 15.79 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 36.28 | 50.00 | 34.95 | 37.34 | 30.29 | 30.73 |

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 76 | 76 | 100.00 | 0.00 | 50.00 |
| Female | 40 | 40 | 100.00 | 0.00 | 45.00 |
| Male | 36 | 36 | 100.00 | 0.00 | 55.56 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 13 | 13 | 100.00 | 0.00 | 46.15 |
| Hispanic or Latino | 38 | 38 | 100.00 | 0.00 | 42.11 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 12 | 12 | 100.00 | 0.00 | 58.33 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 17 | 17 | 100.00 | 0.00 | 47.06 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 98% | 98% | 98% | 98% | 98% |

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Contact person: Principal Elizabeth Diaz-Tucker
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 Spring Bert's Crazy Carnival, Talent Show, Family Dance, and Welcome Back picnic. Every class has a PTC room parent who serves as a room parent who coordinates class-specific activities. Other opportunities for parent involvement include our School Site Council (SSC), which comprises parents, teachers, the principal, and other school personnel. Members are elected every two years, oversee the categorical budget of the school, and develop the School Plan for Student Achievement and the Comprehensive School Safety 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 Learner Advisory Committee (ELAC) comprises 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. Parents come and read with their children on the first Friday of the month. 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 200 parents who attend this event. Additionally, we have a variety of parents who volunteer to assist with lunch and work with students with activities such as gardening and coaching our sports teams. The Liberty PTC parent group works closely with the school in developing events for students and parents, i.e., 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 arrangement with the individual teachers.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 602 | 593 | 55 | 9.3 |
| Female | 306 | 300 | 25 | 8.3 |
| Male | 296 | 293 | 30 | 10.2 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 12 | 11 | 0 | 0.0 |
| Black or African American | 25 | 25 | 3 | 12.0 |
| Filipino | 85 | 84 | 7 | 8.3 |
| Hispanic or Latino | 350 | 345 | 38 | 11.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 57 | 57 | 2 | 3.5 |
| White | 72 | 70 | 5 | 7.1 |
| English Learners | 101 | 98 | 11 | 11.2 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 151 | 147 | 29 | 19.7 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 106 | 104 | 16 | 15.4 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0.15 | 0.8 | 0.83 | 0.68 | 1.16 | 1.37 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0 | 0.01 | 0.01 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.83 | 0.00 |
| Female | 0.33 | 0.00 |
| Male | 1.35 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 1.18 | 0.00 |
| Hispanic or Latino | 1.14 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.99 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.66 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.83 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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 meets regularly to monitor, review, and update Emergency and Safety procedures. The most recent plan was developed by the Safety committee consisting of classroom teachers, custodians, parents, SRO and fire inspector.

The School Site Council approved the CSSP, and then the Board of Education's approval date for the CSSP was January 17, 2024.

Component 1 People and Programs: Create an environment where students learn to regulate and express their emotions/feelings to ensure positive and appropriate social interactions at school.

* Goals for 2024-25

*Train classified staff on Zones of Regulation

* Implementation of Behavior Flowchart

We will continue to:

1. Include students in revising expectation posters based on the 3 school expectations: Be Safe, Be Kind, Be Responsible.
2. In-class presentations by the school counselor.
3. Increase staff resources - need additional social worker/school counselor support or full-time counselor
4. Administer Universal Screener to all students.

Analyze data, develop plans to support students

5. Sanford Harmony SEL - lessons, Meet Up, Buddy Up
6. Teach students about conflict resolution strategies.
7. Designate a safe space for students (i.e. buddy bench and counseling space)
8. Teach students accountable talk
9. Implementing quarterly behavior plans

Component 2 Physical Environment: Create a physical environment that communicates respect for learning and for individuals.

Goals for 2024-25

*1. Conduct routine emergency preparedness drills

- a. Uniform and visible location for Emergency Drill procedures for substitutes--indicate the role in the emergency
- b. Review and update the emergency drills flip chart.
- c. one page or reference sheet for substitutes

*2. Tabletop training (all-staff Mock Drill)

We will continue to:

1. Conduct routine perimeter checks with the Custodial team.
2. Conduct PA system check and address any areas that need attention and repair.
4. Continue to examine ingress/egress procedures
5. Review the findings from the third-party safety and security assessment.
7. Increased monitoring of visitors entering through the front office.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 13 | 2 | 3 | |
| 1 | 17 | 2 | 3 | |
| 2 | 15 | 6 | | |
| 3 | 15 | 4 | 1 | |
| 4 | 22 | 1 | 4 | |
| 5 | 20 | 2 | 3 | |
| 6 | 20 | 2 | 3 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 14 | 4 | | |
| 1 | 17 | 1 | 3 | |
| 2 | 19 | 2 | 3 | |
| 3 | 29 | 2 | | 4 |
| 4 | 31 | 1 | 1 | 3 |
| 5 | 31 | 2 | 2 | 3 |
| 6 | 33 | 1 | 2 | 2 |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 16 | 2 | 2 | |
| 1 | 16 | 3 | 1 | |
| 2 | 14 | 2 | 3 | |
| 3 | 18 | 3 | 2 | |
| 4 | 23 | 1 | 3 | |
| 5 | 13 | 6 | | |
| 6 | 22 | 1 | 4 | |

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

| Title | Ratio |
|-------------------------------------|-------|
| Pupils to Academic Counselor | 1148 |

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.1 |
| Social Worker | |
| Nurse | 0.4 |
| Speech/Language/Hearing Specialist | 2 |
| Resource Specialist (non-teaching) | |
| Other | 2 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$16,906.48 | \$6,193.81 | \$10,712.67 | \$106,381.00 |
| District | N/A | N/A | \$10,539.05 | \$89,681 |
| Percent Difference - School Site and District | N/A | N/A | 1.6 | 17.0 |
| State | N/A | N/A | \$10,771 | \$96,325 |
| Percent Difference - School Site and State | N/A | N/A | -0.5 | 9.9 |

Fiscal Year 2023-24 Types of Services Funded

English Learner Support: All English Learners receive Designated and Integrated ELD in the classroom. State funds also allow for English Learner Instructional Assistant to support with ELPAC Initial and Summative assessments. Achieve 3000, an online learning platform provides differentiated leveled text aimed at increasing reading comprehension skills, as well as vocabulary and fluency. Accelerated Reader is also used to assess student fiction reading levels in grades 1-6. For math, the district-

Fiscal Year 2023-24 Types of Services Funded

provided online math program, i-Ready is used as an assessment and as a supplemental instructional tool. i-Ready mathematics curriculum is also utilized. Benchmark Advance/Adelante is our Language Arts curriculum in both English and Spanish. Liberty also offers a 90-10 Spanish Dual Immersion Program.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$55,353 | \$58,553 |
| Mid-Range Teacher Salary | \$83,511 | \$93,924 |
| Highest Teacher Salary | \$111,237 | \$119,489 |
| Average Principal Salary (Elementary) | \$147,452 | \$149,898 |
| Average Principal Salary (Middle) | \$0 | \$157,111 |
| Average Principal Salary (High) | \$0 | \$151,698 |
| Superintendent Salary | \$270,400 | \$270,432 |
| Percent of Budget for Teacher Salaries | 34.91 | 31.93 |
| Percent of Budget for Administrative Salaries | 4.61 | 5.62 |

Professional Development

Previous professional development foci included teacher clarity, social-emotional learning intentions, and success criteria. During the 2023-24 school year, the focus was on understanding and mastery by way of strengthening collaborative conversations. For the current 24-25 school year, our instructional focus is strengthening our Math program by implementing the Conditions of the Problem protocol. Liberty's Instructional Leadership Team meets quarterly for three hours and participates in quarterly district-wide professional development. Additionally, Liberty's Dual Immersion ILT meets at least two times during the school year. Both ILTs examine data, plan for and facilitate professional development for our team.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 25 | 25 | 24 |