

# Liberty Elementary School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

#### 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.

## 2025-26 School Contact Information

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

## 2025-26 District Contact Information

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

## 2025-26 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 542 students. Most of our students live in single-family dwellings. Approximately 19.6% of our students qualify for free or reduced-price meals, and 18.3% are English Learners. Our school population is rich in ethnic diversity.

### 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

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	64
Grade 2	57
Grade 3	73
Grade 4	95
Grade 5	94
Grade 6	71
<b>Total Enrollment</b>	<b>542</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.6
Male	47.4
Asian	0.9
Black or African American	4.4
Filipino	12.4
Hispanic or Latino	59.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.2
White	13.1
English Learners	18.6
Homeless	0.7
Socioeconomically Disadvantaged	21.6
Students with Disabilities	15.5

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.7	95.83	1266.5	87.95	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	6.8	0.48	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	22.8	1.59	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	33.9	2.36	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1.2	4.17	109.8	7.63	15831.9	5.67
<b>Total Teaching Positions</b>	30	100	1440.1	100	279044.8	100

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.3	94.01	1302.4	88.51	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	5.9	0.41	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	18.5	1.26	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.6	2.21	33.1	2.25	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1.1	3.72	111.4	7.57	14303.8	5.15
<b>Total Teaching Positions</b>	31.2	100	1471.5	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.6	92.23	1298.7	87.53	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	8.2	0.55	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	21.4	1.45	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	21.4	1.44	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	2.3	7.77	133.9	9.03	13705.8	4.91
<b>Total Teaching Positions</b>	29.9	100	1483.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.5	0
<b>Local Assignment Options</b>	0.00	0.2	0
<b>Total Out-of-Field Teachers</b>	0.00	0.6	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	2.6

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Liberty Elementary School follows Chula Vista Elementary School District's 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, 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance and Benchmark Adelante - adopted July 2022	0%
<b>Mathematics</b>	iReady Math Curriculum - adopted July 2023	0%
<b>Science</b>	TWIGs Science Curriculum - adopted July 2023	0%
<b>History-Social Science</b>	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	0%
<b>Foreign Language</b>	N/A	N/A
<b>Health</b>	N/A	N/A
<b>Visual and Performing Arts</b>	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

10/13/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces	X			600 boys RR: ***Terrazzo Floor need 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 600 girl's RR: ***Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard. CR 305: carpet stained//faucet leaking//spider webs//dirty vents CR 404: dirty vents// CR 504: Carpet stained// CR 505: Carpet stained//dirty vents// CR 506: Carpet stained//dirty vents//missing door closer cover RESOURCE ROOM: stained carpet//dirty wall// * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Device refer to CFC 604.1.1 and UL Complyce
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Admin reception: Carpet stains Child care: Missing blinds// 2 stained ceiling tiles//vent cover missing//doors need cleaning// CR 304: Entrance needs stripping//Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats // Carpet stained CR 502: carpet stained// Kinder playground: Cobwebs on toy Kitchen: Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats //

## School Facility Conditions and Planned Improvements

			<p>Media Center Boys RR: Door dirty // Wall stains //// Cobwebs // Rust on door frame and around the window above//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>Multiple purpose: CARPET It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow 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 stage: Recommend sanding and clear coat stage floor//</p>
<b>Electrical</b>	X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		<p>Admin men's RR: Water spicket cover missing ( calcium buildup and dirty ) Admin women's RR: Water spicket cover missing ( calcium buildup and dirty ) CR 302: Loose water fountain//Faucet leaking//Carpet stained CR 303: loose cap drinking fountain CR 401: loose drinking fountain// * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Device refer to CFC 604.1.1 and UL Compliance CR 408: Drinking fountain low pressure//door closer cover missing// * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Device refer to CFC 604.1.1 and UL Compliance CR 508: carpet stained//drinking fountain leaking//loose cap</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X		<p>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</p>

## School Facility Conditions and Planned Improvements

			<p>CR 402: * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Device refer to CFC 604.1.1 and UL Compliance</p> <p>CR 403: * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Device refer to CFC 604.1.1 and UL Compliance</p> <p>CR 503: * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Device refer to CFC 604.1.1 and UL Compliance//carpet stained//hanging from ceiling décor//</p> <p>CR 601: Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Device refer to CFC 604.1.1 and UL Compliance// ice maker</p> <p>CR 604: outside door not closing properly// * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Device refer to CFC 604.1.1 and UL Compliance</p> <p>CR 607: * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Device refer to CFC 604.1.1 and UL Compliance</p> <p>KCR 605: Decor hanging from ceiling// * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Device refer to CFC 604.1.1 and UL Compliance</p> <p>KCR 606: stained carpet// * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Device refer to CFC 604.1.1 and UL Compliance</p> <p>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</p> <p>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.</p> <ol style="list-style-type: none"> <li>1. Maintain 36" clearance around electrical panels.</li> <li>2. Remove all combustible items from Electrical room. CFC Section 604.3</li> </ol>
<p><b>Structural:</b> Structural Damage, Roofs</p>	<p>X</p>		

## School Facility Conditions and Planned Improvements

<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>Child care: Missing blinds// 2 stained ceiling tiles//vent cover missing//doors need cleaning// CR 604: outside door not closing properly// * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Device refer to CFC 604.1.1 and UL Compliance Multiple purpose: CARPET It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow 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 Playground: Wood chips -Play structure, corner on playtoy tripping hazard concrete lifting, cracks on black top.</p>
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## 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	66	71	55	56	47	48
<b>Mathematics</b> (grades 3-8 and 11)	63	67	43	44	35	37

## 2024-25 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	332	329	99.10	0.90	70.82
Female	180	180	100.00	0.00	76.11
Male	152	149	98.03	1.97	64.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	16	16	100.00	0.00	81.25
Filipino	50	50	100.00	0.00	76.00
Hispanic or Latino	183	180	98.36	1.64	65.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	35	100.00	0.00	74.29
White	45	45	100.00	0.00	80.00
English Learners	45	42	93.33	6.67	35.71
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	68	67	98.53	1.47	46.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	50	96.15	3.85	24.00

## 2024-25 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
<b>All Students</b>	332	331	99.70	0.30	67.37
<b>Female</b>	180	180	100.00	0.00	63.89
<b>Male</b>	152	151	99.34	0.66	71.52
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	16	16	100.00	0.00	75.00
<b>Filipino</b>	50	50	100.00	0.00	88.00
<b>Hispanic or Latino</b>	183	182	99.45	0.55	58.79
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	35	35	100.00	0.00	62.86
<b>White</b>	45	45	100.00	0.00	77.78
<b>English Learners</b>	45	44	97.78	2.22	47.73
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	68	67	98.53	1.47	44.78
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	52	51	98.08	1.92	25.49

## 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	50	43.48	37.34	38.45	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	92	98.92	1.08	43.48
Female	56	56	100.00	0.00	42.86
Male	37	36	97.30	2.70	44.44
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	60	98.36	1.64	38.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	76.92
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	18	94.74	5.26	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	9.09

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

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	89%	91%	91%	87%	91%

## 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.

#### 2025-26 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 Bash, 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 join the entire school for a Blacktop Assembly and then read with their child(ren) for 20 minutes. We have more than 200 parents who attend this event monthly.

Additionally, we have a variety of parents who volunteer to assist 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.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	564	552	44	8.0
Female	291	289	17	5.9
Male	273	263	27	10.3
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	24	24	1	4.2
Filipino	69	67	0	0.0
Hispanic or Latino	337	334	33	9.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	56	50	2	4.0
White	72	71	8	11.3
English Learners	106	103	12	11.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	130	125	19	15.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	103	100	14	14.0

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.8	0.83	0.89	1.16	1.37	1.19	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0.01	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.89	0.00
Female	0.34	0.00
Male	1.47	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.17	0.00
Filipino	1.45	0.00
Hispanic or Latino	0.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.79	0.00
White	1.39	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.54	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.91	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.

## 2025-26 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 meets regularly to monitor, review, and update Emergency and Safety procedures. Strict protocols are in place to monitor campus access, and visitors must check in through the front office with valid identification. The Safety Committee, which includes staff and parents/guardians, meets throughout the year to review safety data and address community concerns.

The School Site Council approved the CSSP on November 4, 2025, and then the Board of Education's approval date for the CSSP was December 17, 2025.

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.

1. Goals for 2025-26
2. Ongoing training of certificated and classified staff on Zones of Regulation
3. Continued use of the Behavior Flowchart by all staff members
4. Consistent use of the School-Wide Information System (SWIS) program

We will continue to:

1. Teach students accountable talk and facilitate restorative conversations as a means to conflict resolution
  2. Designate a safe space for students (i.e. buddy bench, counseling space, and sensory rooms)
  3. In-class presentations by the school counselor or admin as needed.
  4. Increase staff resources - MTSS One Stop Hub Training
  5. Administer Universal Screener as needed
- Analyze data, develop plans to support students
6. Sanford Harmony SEL - lessons, Meet Up, Buddy Up, Online Lessons (Spanish and English)
  7. Teach students conflict resolution strategies as well as self-regulation strategies.
  8. Review playground rules in all school assemblies

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

Goals for 2025-26

1. Conduct routine emergency preparedness drills
  - a. Uniform and visible location for Emergency Drill procedures for substitutes provided in substitute folder--indicate the role in the emergency
  - b. Emergency Drill posters visible in all classrooms
  - c. one page or reference sheet for substitutes
2. Tabletop training (all-staff Mock Drill)
3. Develop a calming corner in each classroom
4. Reduce the number of open gates for pedestrian traffic from 7 gates to 3 gates(for ingress and egress)
5. Conduct a Volunteer Training meeting at the beginning of each school year

We will continue to:

1. Conduct a routine perimeter check with the Custodial team.
2. Conduct PA system and Verkada Cameras 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.
6. Increased monitoring of visitors entering through the front office.
7. Parents wishing to eat lunch with their student will do so in the auditorium on a private table.
8. No younger siblings (non-students) allowed on campus.

## 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.

### 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	0	0
1	17	1	3	0
2	19	2	3	0
3	29	2	0	4
4	31	1	1	3
5	31	2	2	3
6	33	1	2	2
Other	0	0	0	0

### 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	0
1	16	3	1	0
2	14	2	3	0
3	18	3	2	0
4	23	1	3	0
5	13	6	0	0
6	22	1	4	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	2	2	
2	14	4		
3	15	3	2	
4	19	3	2	
5	16	4	2	
6	14	3	2	

## 2024-25 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	0

## 2024-25 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)	
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	2.8

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	\$19,419.22	\$7,541.18	\$11,878.04	\$113,569.00
<b>District</b>	N/A	N/A	\$19,121.43	\$98,452
<b>Percent Difference - School Site and District</b>	N/A	N/A	1.6	23.5
<b>State</b>	N/A	N/A	\$11,146	\$101,700
<b>Percent Difference - School Site and State</b>	N/A	N/A	9.8	16.4

## Fiscal Year 2024-25 Types of Services Funded

Liberty Elementary School aligns its budget with the School Plan for Student Achievement (SPSA) to ensure strategic resource allocation and support for all students. The SSC, PTA, ELAC, and school staff collaborate to identify priorities that strengthen instruction and student outcomes. English Learner Support: All English Learners receive Designated and Integrated ELD in the classroom using the standards based program, Benchmark Advance. State funds also allow for English Learner Instructional Assistants 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-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.

Programs and services include:

- Achieve 3000
- iReady Math
- Twig Science
- Benchmark Education (Language Arts and Language Development)
- English Learner Instructional Assistant
- District-Funded Counselor and Psychologist
- Student Monitoring Team
- Instructional Leadership Team

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$60,335	\$61,597
<b>Mid-Range Teacher Salary</b>	\$91,027	\$98,902
<b>Highest Teacher Salary</b>	\$121,248	\$126,340
<b>Average Principal Salary (Elementary)</b>	\$159,612	\$158,383
<b>Average Principal Salary (Middle)</b>		\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>	\$306,525	\$288,332
<b>Percent of Budget for Teacher Salaries</b>	33.22%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	4.45%	5.38%

## Professional Development

Previous professional development focus included teacher clarity, social-emotional learning intentions, understanding, and mastery through strengthening collaborative conversations and success criteria. For the 2024-2025 school year, our instructional focus was on strengthening our Math program by implementing the Conditions of the Problem protocol, with a particular emphasis on the environment. The Instructional Focus for 2025-2026 is to continue strengthening our Math understanding through the strategy of Conditions of the Problem. This year's focus will be on Teacher and student actions. Liberty's Instructional Leadership Team meets quarterly and participates in district-wide professional development sessions on a quarterly basis. 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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	25	24	24