# Liberty Elementary School

**2175 Proctor Valley Rd. • Chula Vista, CA   91914 • (619) 397-5225 • Grades K-6**
**Dr, Charles Grisier, Principal**
**charles.grisier@cvesd.org**
**http://schools.cvesd.org/schools/liberty/Pages/home.aspx#.WcKblb3n-P8**

## 2018-19 School Accountability Report Card
## Published During the 2019-20 School Year

**Chula Vista Elementary School District**
84 East J Street
Chula Vista, CA 91910-6100
(619) 425-9600
www.cvesd.org

### District Governing Board

Leslie Ray Bunker

Armando Farias

Laurie K. Humphrey

Eduardo Reyes, Ed.D.

Francisco Tamayo

### District Administration

Francisco Escobedo, Ed.D.
**Superintendent**

Jeffrey Thiel, Ed.D.
**Assistant Superintendent, Human Resources Services and Support**

Oscar Esquivel
**Deputy Superintendent, Business Services and Support**

Matthew Tessier, Ed.D.
**Assistant Superintendent, Innovation and Instruction Services and Support**

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

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

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

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 79 |
| Grade 1 | 103 |
| Grade 2 | 93 |
| Grade 3 | 98 |
| Grade 4 | 110 |
| Grade 5 | 88 |
| Grade 6 | 124 |
| Total Enrollment | 695 |

### 2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 2.9 |
| American Indian or Alaska Native | 0.1 |
| Asian | 2.4 |
| Filipino | 16.4 |
| Hispanic or Latino | 52.9 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 17.8 |
| Two or More Races | 6.9 |
| Socioeconomically Disadvantaged | 19.9 |
| English Learners | 15.4 |
| Students with Disabilities | 13.2 |
| Foster Youth | 0.1 |

## A. Conditions of Learning

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

| Teacher Credentials for Liberty Elementary | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | 32 | 32 | 30 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | | 0 | |

| Teacher Credentials for Chula Vista Elementary | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | ♦ | ♦ | 1261 |
| Without Full Credential | ♦ | ♦ | 3 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

**Teacher Misassignments and Vacant Teacher Positions at Liberty Elementary School**

| Indicator | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| Teachers of English Learners | 0 | 0 | |
| Total Teacher Misassignments* | 0 | 0 | |
| Vacant Teacher Positions | 0 | 0 | |

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

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

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

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

**Textbooks and Instructional Materials**
**Year and month in which data were collected: January 2019**

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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

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

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

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

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

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

## B. Pupil Outcomes

**State Priority: Pupil Achievement**

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**CAASPP Test Results in ELA and Mathematics for All Students**
**Grades Three through Eight and Grade Eleven**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 70 | 71 | 65 | 64 | 50 | 50 |
| Math | 68 | 67 | 51 | 51 | 38 | 39 |

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in Science for All Students**
**Grades Five, Eight, and Ten**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**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

**2018-19 Percent of Students Meeting Fitness Standards**

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 21.6 | 31.8 | 28.4 |

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 421 | 409 | 97.15 | 71.39 |
| Male | 231 | 223 | 96.54 | 66.82 |
| Female | 190 | 186 | 97.89 | 76.88 |
| Black or African American | 11 | 11 | 100.00 | 54.55 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 57 | 57 | 100.00 | 75.44 |
| Hispanic or Latino | 238 | 229 | 96.22 | 69.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 73 | 71 | 97.26 | 74.65 |
| Two or More Races | 29 | 29 | 100.00 | 82.76 |
| Socioeconomically Disadvantaged | 111 | 109 | 98.20 | 64.22 |
| English Learners | 91 | 87 | 95.60 | 64.37 |
| Students with Disabilities | 62 | 57 | 91.94 | 35.09 |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 421 | 412 | 97.86 | 66.50 |
| Male | 231 | 226 | 97.84 | 67.70 |
| Female | 190 | 186 | 97.89 | 65.05 |
| Black or African American | 11 | 11 | 100.00 | 54.55 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 57 | 57 | 100.00 | 73.68 |
| Hispanic or Latino | 238 | 231 | 97.06 | 64.50 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 73 | 72 | 98.63 | 63.89 |
| Two or More Races | 29 | 29 | 100.00 | 75.86 |
| Socioeconomically Disadvantaged | 111 | 110 | 99.10 | 55.45 |
| English Learners | 91 | 88 | 96.70 | 54.55 |
| Students with Disabilities | 62 | 59 | 95.16 | 28.81 |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

**State Priority: Parental Involvement**
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2019-20)**
Contact person: Principal Charles Grisier
Contact Person Phone Number: (619) 397-5225

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

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

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

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

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

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

**State Priority: School Climate**
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan**
Student safety and well-being are promoted by activities including emergency and earthquake preparedness drills, playground supervision, drug and alcohol abuse prevention education programs, anti-bullying assemblies, child abuse awareness, a program directed toward gang suppression, peer mediators and a School Safety Patrol. We work in conjunction with the police department, as well as the fire department to ensure that our school is safe and that staff is aware of safety procedures. The safety committee met 3 times during the month of August to update the plan   The School Site Council approved the School Safety Plan on September 5, 2019 School Site Council or Emergency Preparedness & Safety Committee should communicate the Plan to the Public at a meeting at the School Site. Below list the date and location this meeting was held and describe how the public was notified of the meeting.

School Site: Liberty Elementary School
Date:---- 9/6/19
Location: Liberty Elementary room 403
Describe the method in which you invited your community to be a part of the Safe School Plan review process. List all the ways you communicated to your community, such as School Messenger or Marquee and the dates which you communicated:
Principal announcement at school events; Family Read (9/6/19) and Liberty Legends Awards Assembly (8/30/19) and
Principal Coffee (8/14/2019).

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 0.0 | 0.5 | 0.3 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 0.6 | 0.7 | 0.8 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

## D. Other SARC Information

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

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

| Title | Ratio |
|---|---|
| Academic Counselor* | .0 |

\*    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.

**Student Support Services Staff (School Year 2018-19)**

| Title | Number of Full-Time Equivalent (FTE) |
|---|---|
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .8 |
| Social Worker | |
| Nurse | .5 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | 1.0 |
| Other | 2.4 |

\*    One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Elementary)**

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 20 | 3 | 2 | | 24 | | 4 | | 19 | 2 | 2 | |
| 1 | 23 | | 4 | | 22 | 1 | 3 | | 25 | | 4 | |
| 2 | 20 | 3 | 2 | | 23 | 1 | 3 | | 21 | 2 | 2 | |
| 3 | 25 | | 3 | | 21 | 2 | 3 | | 21 | 3 | 2 | |
| 4 | 24 | 1 | 4 | | 22 | 1 | 3 | | 24 | 1 | 3 | |
| 5 | 30 | | 4 | | 30 | | 4 | | 26 | | 4 | |
| 6 | 26 | 1 | 4 | | 26 | 1 | 4 | | 25 | 1 | 4 | |
| Other** | | | | | 12 | 1 | | | 11 | 1 | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

## Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | | | |

Liberty has had a strong professional development plan for the past three years (2016-17, 2017-18 and 2018-19). In Year one, we focused on writing with the writers' workshop model and GLAD strategies, Year two we focused on small group instruction, specifically in reading with our newly adopted Benchmark program and continued our study of GLAD strategies. Year three our focus is on Teacher Clarity through focusing on Success Criteria. We also started the year with a focus on the Social Emotional Learning program, Sanford Harmony and building teacher/student relationships. Student proficiency grew in all areas over the three years, especially for our English Language learners. Currently, in year 2019-20 our instructional focus is Teacher Clarity in Mathematics. We identified the Learning Intentions and Success Criteria during math instructions based on the math common core state standards.

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

**FY 2017-18 Teacher and Administrative Salaries**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $50,150 | $45,741 |
| Mid-Range Teacher Salary | $75,662 | $81,840 |
| Highest Teacher Salary | $100,783 | $102,065 |
| Average Principal Salary (ES) | $134,097 | $129,221 |
| Average Principal Salary (MS) | $0 | $132,874 |
| Average Principal Salary (HS) | $0 | $128,660 |
| Superintendent Salary | $299,627 | $224,581 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|---|---|---|
| Teacher Salaries | 37% | 36% |
| Administrative Salaries | 5% | 5% |

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

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $9,814.49 | $2,930.63 | $6,883.86 | $78,725.00 |
| District | N/A | N/A | $166,094,33 | $78,751.00 |
| State | N/A | N/A | $7,506.64 | $82,663.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|---|---|---|
| School Site/District | -200.0 | 8.7 |
| School Site/ State | 4.6 | 0.5 |

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

**The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.**

**Types of Services Funded**

English Learner Support: English Learners with an overall proficiency of 1 or 2 participate in Imagine Learning, a supplemental, computer-based program to accelerate English proficiency. State funds also increase the amount of time the LEP aide is available to provide supplemental services and support to students and teachers. Achieve 3000, also an online learning accelerator, has been purchased for struggling students.  This is aimed at increasing Reading Comprehension skills, as well as vocabulary and fluency. Instructional assistants provided reading support for students in Grades 1 and 2. Accelerated Reader is used to assess student fiction reading level on the STAR test in grades 1-6. Simultaneously, we also use Khan Academy to support student math learning. Additionally, on-site teaching staff provided additional support to students in the area of reading. Benchmark is our Language Arts curriculum in both English and Spanish. We use Go Math and Eureka Math for our math curriculum.

**DataQuest**

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

**Internet Access**

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