

Liberty Elementary School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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) 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.

2021-22 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	Dr. Charles Grisier
Email Address	charles.grisier@cvesd.org
School Website	
County-District-School (CDS) Code	37-68023-6037832

2021-22 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Oscar Esquivel, Interim Superintendent
Email Address	oscar.esquivel@cvesd.org
District Website Address	www.cvesd.org

2021-22 School Overview

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 compared to the more established areas of the city. We opened in July 2004 with 300 students and have grown over the years to a population of 749 students and currently at 680 students. Most of our students live in single family dwellings. Approximately 13% of our students qualify for free or reduced-price meals and 15% 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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	95
Grade 2	78
Grade 3	117
Grade 4	101
Grade 5	107
Grade 6	103
Total Enrollment	680

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.1
Asian	2.6
Black or African American	3.2
Filipino	17.4
Hispanic or Latino	53.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	7.9
White	15.3
English Learners	12.8
Foster Youth	0.1
Socioeconomically Disadvantaged	21.2
Students with Disabilities	16.2

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

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

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)	26.8	89.5	1227.0	88.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	5.1	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	31.4	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	14.0	1.0	12115.8	4.4
Unknown	3.1	10.5	106.0	7.7	18854.3	6.9
Total Teaching Positions	29.9	100.0	1383.7	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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)	0.0

2021-22 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 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 (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

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark ELA and SLA programs adopted 2017-18.	Yes	0%
Mathematics	Go Math! from Houghton-Mifflin adopted for K-6 in English and Spanish. Adopted Summer 2015	Yes	0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	Yes	0%

History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
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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. Signs are posted which require any visitors to register at the school office and follow COVID protocols such as wear a mask while on campus. 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. 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 school and during school. Any student not picked up on time is brought to the office until an adult comes.

Year and month of the most recent FIT report

1/28/2022

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		Admin reception: Front counter wood stained , tackboard stained and dirty. CR 306: Counter top chipped, Counter crack, Stained ceiling tiles CR 403: Stained ceiling tiles CR 405: Stained ceiling tiles CR 501: Computer countertop peeling CR 506: Stain carpet, water leaking from sink, projector screen will not stay down. Stained ceiling tiles CR 507: Teaching wall peeling Media Center Boys RR: Door dirty, wall stain. RESOURCE ROOM: paint chipping off wall, no fire extinguisher I.T cover needed. Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			300 boys RR: Floor dirty, weather stripping on door. Broken soap dispenser 600 girl's RR: Stain floors Admin reception: Front counter wood stained , tackboard stained and dirty. Admin women's RR: Water spiket cover missing,calcium buildup and dirty

School Facility Conditions and Planned Improvements

				<p>CR 503: Cabinet door under sink not closing, low water pressure, 4 lights out, chips in counter top.</p> <p>Kinder playground: Cobwebs on toy</p> <p>Kitchen: Ants roaming</p> <p>Media Center Girl's RR: Paint cracking, stains on walls.</p> <p>Mp men's RR: Cobwebs on window</p> <p>Staff lounge: ceiling tiles off grid, cobwebs on window, Stained ceiling tiles cobweb under sink</p> <p>stage: Cobwebs on stairs back and front and dirty.</p>
Electrical	X			<p>CR 503: Cabinet door under sink not closing, low water pressure, 4 lights out, chips in counter top.</p> <p>CR 607: GFCI loose , projector doesn't stay down.</p> <p>Media center: Smalls holes on walls, Outlet not working</p> <p>Multiple purpose: door does not close properly, stains on rug, dirt on wall 1-light out. Extention cornd hanging from ceiling.</p> <p>RESOURCE ROOM: paint chipping off wall, no fire extinguisher I.T cover needed. Stained ceiling tiles</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<p>KCR 605: Sink doors don't close properly, door weather stripping,</p> <p>Media Center Girl's RR: Paint cracking, stains on walls.</p> <p>Media Center womens RR: dirty floor</p>
Safety: Fire Safety, Hazardous Materials	X			<p>Admin electrical: Ladder blocking panel</p> <p>CR 306: Counter top chipped, Counter crack, Stained ceiling tiles</p>
Structural: Structural Damage, Roofs	X			<p>Admin office: Window seals dirty. Stained ceiling tiles</p> <p>Admin work room: Stained ceiling tiles</p> <p>CR 408: Cabinet door doesn't shut properly. Stained ceiling tiles</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>300 Girls RR: Weather stripping on door.</p> <p>607 RR: finger guard coming off door</p> <p>CR 301: Stain on wall, computer cart broken, closet door doesn't close property.</p> <p>CR 302: Ceiling tile sagging, weather stripping on door.</p>

School Facility Conditions and Planned Improvements

				<p>CR 304: Weather stripping on door,</p> <p>CR 404: , door doesn't close properly.</p> <p>CR 407: Adjust door closure stained ceiling tiles</p> <p>CR 504: Stained ceiling tiles and door closures need adjusting</p> <p>CR 604: , weather stripping on door.</p> <p>Multiple purpose custodian:</p> <p>Multiple purpose: door does not close properly, stains on rug, dirt on wall 1-light out. Extension cord hanging from ceiling.</p> <p>Playground: Wood chips -Play structure, corner on playtoy tripping hazard concrete lifting, cracks on black top.</p> <p>Stage electrical:</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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	422	NT	NT	NT	NT
Female	193	NT	NT	NT	NT
Male	229	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	11	NT	NT	NT	NT
Black or African American	12	NT	NT	NT	NT
Filipino	75	NT	NT	NT	NT
Hispanic or Latino	219	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	38	NT	NT	NT	NT
White	65	NT	NT	NT	NT
English Learners	44	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	422	NT	NT	NT	NT
Female	193	NT	NT	NT	NT
Male	229	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	11	NT	NT	NT	NT
Black or African American	12	NT	NT	NT	NT
Filipino	75	NT	NT	NT	NT
Hispanic or Latino	219	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	38	NT	NT	NT	NT
White	65	NT	NT	NT	NT
English Learners	44	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	428	414	97	3	71
Female	200	192	96	4	76
Male	228	222	97	3	66
American Indian or Alaska Native	1	1	100	0	0
Asian	94	91	97	3	82

Black or African American	12	12	100	0	75
Filipino	0	0	0	0	0
Hispanic or Latino	220	213	97	3	65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	35	33	94	6	63
White	66	64	97	3	79
English Learners	48	47	98	2	38
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	45	44	98	2	71
Socioeconomically Disadvantaged	86	82	95	5	57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	68	99	1	38

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	428	414	97	3	43
Female	200	192	96	4	43
Male	228	222	97	3	44
American Indian or Alaska Native	1	1	100	0	0
Asian	94	91	97	3	56
Black or African American	12	12	100	0	42
Filipino	0	0	0	0	0
Hispanic or Latino	220	213	97	3	37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	35	33	94	6	43
White	66	64	97	3	47
English Learners	48	47	98	2	17
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	45	44	98	2	40
Socioeconomically Disadvantaged	86	82	95	5	29
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	69	68	99	1	22
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	107	NT	NT	NT	NT
Female	44	NT	NT	NT	NT
Male	63	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	19	NT	NT	NT	NT
Hispanic or Latino	59	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	18	NT	NT	NT	NT
English Learners	11	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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. Activities and events during COVID pandemic are modified to remain in compliance with COVID protocols.

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.

2021-22 Opportunities for Parental Involvement

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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	709	691	32	4.6
Female	341	333	16	4.8
Male	368	358	16	4.5
American Indian or Alaska Native	1	1	0	0.0
Asian	18	18	0	0.0
Black or African American	25	23	1	4.3
Filipino	118	117	1	0.9
Hispanic or Latino	375	368	26	7.1
Native Hawaiian or Pacific Islander	3	2	0	0.0
Two or More Races	53	53	3	5.7
White	116	109	1	0.9
English Learners	105	102	8	7.8
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	159	148	25	16.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	130	127	9	7.1

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.28	0.00	0.79	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.56	0.56	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
Hispanic or Latino	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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. 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 School Safety Plan on December 15, 2021. 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:---- 1/21/21

Location: Liberty Elementary via Zoom, entire Liberty community invited

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; Principal Coffee Chats via online (11/21/21), Robocalls on December 13, 2022.

In addition, the plan was highlighted at the Liberty Legends Assemblies on Friday, December 17, 2021.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	19	2	2	
1	25		4	
2	21	2	2	
3	21	3	2	
4	24	1	3	
5	26		4	
6	25	1	4	
Other	11	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	4	
1	15	3	2	
2	21	1	4	
3	17	3	3	
4	17	3	3	
5	22	2	3	
6	19	2	3	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	20	1	3	
1	19	1	4	
2	16	3	2	
3	20	2	4	
4	20	2	3	
5	18	3	3	
6	21	2	3	

2020-21 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	

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	12,846.98	4,399.53	8,447.45	90,458
District	N/A	N/A	190,145,679	\$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	9.4
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	0.0	5.2

2020-21 Types of Services Funded

English Learner Support: All English Learners receive Designated and Integrated ELD in the classroom. 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, that provides differentiated leveled text 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 in grades 1-6. Simultaneously, in math, we also use Khan Academy to support student math learning and district-provided online math diagnostic program, i-Ready.. 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$51,655	\$52,060
Mid-Range Teacher Salary	\$77,932	\$84,043
Highest Teacher Salary	\$103,806	\$107,043
Average Principal Salary (Elementary)	\$137,246	\$133,582
Average Principal Salary (Middle)	\$0	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$308,616	\$240,628
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Liberty has had a strong professional development plan for the past three years (2016-17, 2017-18, 2018-19 and 2019-20). 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.

In year 2019-20 our instructional focus deepened by addressing Teacher Clarity in Mathematics. We identified the Learning Intentions and Success Criteria during math instructions based on the math common core state standards. During the past 2 years, 2020-21 and 2021-22 during the pandemic and virtual learning the focus has been how to transition our good teaching to the virtual world. We focused on engagement and instructional tools that can be used in a virtual setting.

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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	30	20	25

Chula Vista Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Oscar Esquivel, Interim Superintendent
Email Address	oscar.esquivel@cvesd.org
District Website Address	www.cvesd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	13068	6	0.05	99.95	--
Female	6294	1	0.02	99.98	--
Male	6774	5	0.07	99.93	--
American Indian or Alaska Native	28	0	--	100.00	--
Asian	334	0	0.00	100.00	--
Black or African American	539	0	0.00	100.00	--
Filipino	1341	0	0.00	100.00	--
Hispanic or Latino	8810	4	0.05	99.95	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	646	0	0.00	100.00	--
White	1325	2	0.15	99.85	--
English Learners	2860	3	0.10	99.90	--
Foster Youth	47	0	0.00	100.00	--
Homeless	154	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6569	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2097	6	0.29	99.71	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	13068	6	0.05	99.95	--
Female	6294	1	0.02	99.98	--
Male	6774	5	0.07	99.93	--
American Indian or Alaska Native	28	0	--	100.00	--
Asian	334	0	0.00	100.00	--
Black or African American	539	0	0.00	100.00	--
Filipino	1341	0	0.00	100.00	--
Hispanic or Latino	8810	4	0.05	99.95	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	646	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	2860	3	0.10	99.90	--
Foster Youth	47	0	0.00	100.00	--
Homeless	154	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6569	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2097	6	0.29	99.71	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	13002	12287	95	5	53
Female	6269	5977	95	5	55
Male	6733	6310	94	6	52
American Indian or Alaska Native	29	28	97	3	48
Asian	1752	1662	95	5	77

Black or African American	526	489	93	7	56
Filipino	0	0	0	0	0
Hispanic or Latino	8711	8260	95	5	46
Native Hawaiian or Pacific Islander	40	39	98	3	65
Two or More Races	607	571	94	6	67
White	1337	1238	93	7	65
English Learners	3019	2856	95	5	21
Foster Youth	38	35	92	8	21
Homeless	55	49	89	11	18
Military	1436	1338	93	7	69
Socioeconomically Disadvantaged	6841	6449	94	6	39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1975	1692	86	14	20

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	13002	12276	94	6	27
Female	6269	5959	95	5	26
Male	6733	6317	94	6	28
American Indian or Alaska Native	29	28	97	3	31
Asian	1752	1660	95	5	56
Black or African American	526	487	93	7	23
Filipino	0	0	0	0	0
Hispanic or Latino	8711	8251	95	5	20
Native Hawaiian or Pacific Islander	40	39	98	3	30
Two or More Races	607	573	94	6	39
White	1337	1238	93	7	35
English Learners	3019	2858	95	5	8
Foster Youth	38	35	92	8	3
Homeless	55	49	89	11	4
Military	1436	1333	93	7	39
Socioeconomically Disadvantaged	6841	6430	94	6	15
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	1975	1729	88	12	9
*At or above the grade-level standard in the context of the local assessment administered.					