

Liberty Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Liberty Elementary School
Street	1771 East Pacific Ave.
City, State, Zip	Tulare, CA 93274-1106
Phone Number	(559) 686-1675
Principal	Stesha Newkirk
Email Address	snewkirk@liberty.k12.ca.us
School Website	https://libertyelementary.org
County-District-School (CDS) Code	54719850000000

2022-23 District Contact Information

District Name	Liberty Elementary School District
Phone Number	(559) 686-1675
Superintendent	Dr. Deanna Cardoza
Email Address	dcardoza@liberty.k12.ca.us
District Website Address	https://libertyelementary.org

2022-23 School Overview

Liberty Elementary School is located midway between Fresno and Bakersfield, amid the central San Joaquin Valley. Liberty was established in 1867 to provide an education for students living on the outskirts of Visalia and Tulare, illustrating a 154-year tradition in the community. The school made a courageous move to its new Pacific Avenue location in the summer of 2013, after residing along Liberty Road and Mooney Boulevard nearly 146 years. Liberty Elementary serves 793 students in transitional kindergarten through eighth grade.

Liberty's academic program includes: instruction in English Language Arts, Mathematics, Social Studies, Science, Physical Education, Music and Band. In addition to core instruction, students in grades TK-8 participate in technology, the arts education, music, band, journalism, leadership, STEM, AVID, and an outdoor garden to engage, challenge, and support student learning. Liberty provides an early child education for young students with a full-time preschool program, managed through the Liberty Elementary Education Foundation. For working families who require childcare outside of school hours, the Liberty Foundation also offers before and after school care for students in the Kids Club Program.

Our Vision:

Liberty Elementary School's vision is to prepare our students to assume responsibility to plan, design, and build the future by providing a learning environment which is centered on students, directed by teachers, and supported by home and community.

Our Mission:

The mission of Liberty Elementary School is to foster academic excellence and self-esteem by maintaining an exciting, supportive environment for staff and students to work and learn.

Liberty School Goals:

- Ensure that students maximize their potential academically
- Ensure students with a focused, comprehensive, rigorous, and integrated curriculum
- Ensure a safe, nurturing environment that promotes growth, respect, and success
- Ensure effective communication and partnerships among the students, staff, parents, and community
- Ensure planning for present and future growth and facility expansion

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	94
Grade 2	89
Grade 3	84
Grade 4	102
Grade 5	73
Grade 6	91
Grade 7	58
Grade 8	47
Total Enrollment	749

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.8
Asian	0.8
Black or African American	1.9
Filipino	0.1
Hispanic or Latino	58.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.7
White	35.5
English Learners	7.5
Foster Youth	0.0
Homeless	0.1
Migrant	0.7
Socioeconomically Disadvantaged	52.5
Students with Disabilities	5.5

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

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)	24.00	82.76	24.00	82.76	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	10.34	3.00	10.34	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.90	2.00	6.90	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	29.00	100.00	29.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Liberty Elementary School District (LESD) sets a high priority upon ensuring there are sufficient textbooks and materials to support the district's instructional programs. All textbooks and other classroom materials are purchased from the state-approved textbook list that meets California grade-level content standards.

LESD has determined that each student has sufficient access to good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California. All students, including undocumented students are provided with individual standards-aligned textbooks and instructional materials in all core subjects. Textbooks and supplemental materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the Liberty Elementary School Board of Trustees by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination in the Liberty School Library and are provided with the opportunity to give input prior to adoption.

Teachers are requested to report any deficiencies or shortage of textbooks to the principal, therefore textbooks can be replaced or ordered if necessary. E-Rate funding provides the school with enough resources to purchase Meraki switches that allow sufficient and reliable high-speed internet connectivity in all classrooms and school buildings. Each student in grade 1-8 is assigned a Chromebook. TK/K students utilized iPads in the classroom. Liberty offers a computer lab in the library for students to take assessments, do research, or complete assignments.

Year and month in which the data were collected

08/12/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections, (K-8) HMH (2016) Scholastic Readers (K-3) (2017) Lexia Core5 Reading (K-8) (2019) Reading A-Z (K-3) IXL Language Arts (K-6) (2018) i-Ready ELA (K-8) (2011)	Yes	0%
Mathematics	Go Math!, HMH (K-8) (2015) What's My Place? What's My Value? Mathematics in the Common Core (K-6) (2014) IXL Math (K-8) (2018) i-Ready Math (K-8) (2011)	Yes	0%
Science	Holt McDougal Science (K-5) (2001) California HMH Science Dimensions (6-8) (2019) IXL Science (5, 8) (2018) STEMscopes (6-8) (2018) Mystery Science (K-5) (2014)	Yes	0%
History-Social Science	Learn and Work, (Scott Foresman) (K-5) 2007 CA Social-Studies Weekly (K-5) (American Legacy Publishing) (2021) IXL History-Social Studies (6-8) (2018) Houghton Mifflin Harcourt (HMH) (6-8) (2020)	Yes	0%

School Facility Conditions and Planned Improvements

The district makes a great effort to ensure that safety and excellence are demonstrated in our commitment to provide well-maintained, safe, and clean facilities for students and staff.

School site inspections are conducted on a regular basis to assess cleanliness, maintenance, and the safety of the campus.

During the 2022-2023 school year, the expansion of classrooms and programs within the District included the following:

- Completion of a new ten-wing classroom building
- The use of additional classrooms for special education, a reading lab, counseling center, behavior support classroom, and the Liberty Foundation's Kids Club After School Program

The current growth in residential development near the surrounding area of Liberty School constitute an increase in student enrollment. Liberty Elementary School District applied for state hardship funds to build ten new classrooms and conduct other upgrades for future facility growth. The Liberty Elementary School Site is built upon a 21 acre parcel and houses 43 classrooms, a music room, a library, staff workroom, conference room, staff and student restrooms, administrative offices and a multipurpose building. The design of the campus is laid out in a semicircle arrangement with the buildings surrounding the play structure. There are large athletic fields to the south of the campus for students to run, play games, and enjoy seasonal sports.

Liberty School contracts a professional landscape company to maintain the grounds around campus by mowing, weeding, fertilizing, and watering the play fields. A full-time employee oversees regular routine maintenance, repairs, pest control, transportation, and the overall operations of the school. Liberty also employs one full-time maintenance/custodial/bus driver to keep our campus clean, buildings in working order, and make certain that our students riding the bus arrive to school and return home safely. We have part-time contracted custodial staff with a late afternoon shift to clean and sanitize classrooms and buildings after staff leave at the end of the school day. These key essential workers are responsible for cleaning, vacuuming, mopping and waxing the inside of all school buildings as well as conducting minor repairs.

Regular pest control operations including pesticide applications are ongoing. All such work is performed in strict accordance with applicable regulations.

Ongoing assessment of site cleanliness is performed by the district's facilities maintenance and custodial staff. This process includes the evaluation of new cleaning products, equipment, and procedures.

Maintenance work is scheduled in accordance with health and safety issues taking the highest priority.

Year and month of the most recent FIT report

08/12/2022

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	48	N/A	48	N/A	47
Mathematics (grades 3-8 and 11)	N/A	34	N/A	34	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	451	446	98.89	1.11	47.98
Female	219	216	98.63	1.37	45.83
Male	232	230	99.14	0.86	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	275	274	99.64	0.36	43.80
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	11	11	100.00	0.00	63.64
White	148	145	97.97	2.03	53.79
English Learners	40	40	100.00	0.00	25.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	206	203	98.54	1.46	42.36
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	32	100.00	0.00	18.75

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	451	441	97.78	2.22	33.79
Female	219	213	97.26	2.74	27.70
Male	232	228	98.28	1.72	39.47
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	275	270	98.18	1.82	33.33
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	11	11	100.00	0.00	45.45
White	148	144	97.30	2.70	34.03
English Learners	40	39	97.50	2.50	10.26
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	206	200	97.09	2.91	28.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	32	100.00	0.00	12.50

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	41.38	NT	41.38	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	117	116	99.15	0.85	41.38
Female	58	57	98.28	1.72	42.11
Male	59	59	100	0	40.68
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	75	74	98.67	1.33	36.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	37	37	100	0	51.35
English Learners	15	15	100	0	13.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	55	55	100	0	32.73
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	N/A	N/A	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.

2022-23 Opportunities for Parental Involvement

Liberty Elementary believes in the partnership of our parents and community to support our student's education. We provide many opportunities for our parents to have involvement in our learning community and leadership activities for parents. Our parents are highly encouraged to attend monthly parent meetings including the Liberty Parent Teacher Club (LPTC), School Site Council (SSC) which is combined with our English Language Advisory Committee (ELAC) due to the low number of students identified as English Language Learners. Informal feedback is gathered daily from teacher meetings or parent drop-in meetings with the principal. Keeping parents informed and involved in advocacy and support groups, provides opportunities for parents to share ideas, concerns, and ideas focused on education. We welcome parents to involve themselves in their child's education by volunteering in the classroom and/or at school. Parents are invited to assist in the classroom and become involved in various school activities to include: the fall carnival, fundraising events, parades, the canned-food drive, dress up days, and Red Ribbon Week. During a typical school year parents are encouraged to chaperone during class field trips and volunteer in the school library.

Liberty conducts School Site Council meetings four or more times per year to discuss school plans, share information regarding programs, curriculum, and events to enhance student engagement and achievement. Liberty parents are encouraged to take an active role in their child's education through homework assignments and ongoing school (teacher) to home communication. Liberty school is committed to communicating with and engaging parents as partners in their child's education and learning. We continue to build the foundation for parent-teacher communication to promote academic achievement and to provide an excellent learning environment through a team effort. Consistent communication between home and school ensures all concerns are addressed in the best way possible.

Additional parent involvement opportunities include:

- Back-to-School Night and Open House
- Dr. Seuss Week
- Parent Teacher Conferences Fall/Spring
- Campus improvement/garden beautification days

2022-23 Opportunities for Parental Involvement

- Character Counts - Liberty Lion of the month assemblies
- Fall Carnival
- Book Fair
- World Ag Expo Booth
- Art Show
- Fundraisers
- Volunteering in the classroom
- Parent Teacher Club
- Fieldtrip Chaperones
- School garden work days
- Other events

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	772	765	90	11.8
Female	369	366	46	12.6
Male	403	399	44	11.0
American Indian or Alaska Native	7	7	2	28.6
Asian	9	9	1	11.1
Black or African American	14	14	3	21.4
Filipino	1	1	0	0.0
Hispanic or Latino	448	443	59	13.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	13	13	3	23.1
White	274	272	21	7.7
English Learners	60	59	9	15.3
Foster Youth	2	2	1	50.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	412	407	69	17.0
Students Receiving Migrant Education Services	5	5	1	20.0
Students with Disabilities	49	49	7	14.3

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.15	0.15	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.52	0.00	0.52	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.52	0.00
Female	0.00	0.00
Male	0.99	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	0.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.36	0.00
English Learners	1.67	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.49	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Liberty Elementary's Safety Plan addresses student safety, emergency procedures, and school discipline policies. The School Safety Plan is reviewed annually to ensure the plan is current and meets the requirement(s) of facility needs and ensure student and staff safety. Our safety plan provides information outlining required actions and procedures for targeted areas and designates those individuals with the skills required to conduct a specific job. In the event of a disaster on school campus, student safety, discipline policy, and the emergency plan procedures are to be used by all staff. The safety plan contains information provided by the California Safe Schools Assessment survey. Fire, lockdown and earthquake drills are conducted on a regular basis.

Liberty Elementary School's Safety Committee are responsible for the development, evaluation, amendment, review, and update of the site Comprehensive School Safety Plan by January 31 of each school year. A Crisis Response binder to include the state-mandated comprehensive school safety plan aligned to state requirements described in California Education Code Section 35294 is available in the office. A School Disaster Preparedness Plan is also included in the safety plan outlining disaster procedures, procedures for safe entry and exit movement of pupils, parents and school employees, strategies to maintain a safe and orderly school environment, procedures for serious disciplinary problems, a sexual harassment policy, child-abuse reporting procedures, school dress code, and school discipline policies.

To maintain student safety, adult supervision is provided in the classrooms, during recess and lunch, and in all outside areas before and after school. Under the direction of the superintendent or designee, specific school procedures are implemented by the staff. One schoolwide disaster drill and monthly fire drills are conducted during the academic school year. All visitors are required to sign in at the front office and the campus is secured by locking all gates at the start of each school day. This procedure ensures the safety and security of all students, and staff. At the end of the instructional day, students are required to wait within the school grounds until a parent and/or guardian arrives to pick them up.

The School Safety Plan is annually reviewed and approved by local law enforcement and the Board of Trustees. Updates to

2022-23 School Safety Plan

the plan are completed by the administration and School Safety Committee.

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.

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	22		5	
1	21		4	
2	23		4	
3	26		3	
4	25		3	
5	24		3	
6	25		2	

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	21	1	3	
1	21	1	3	
2	20	1	3	
3	23		4	
4	25		3	
5	26		3	
6	23		3	
Other	24		1	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		5	
1	24		4	
2	22		4	
3	21	1	3	
4	26		4	
5	24		3	
6	25		3	
Other	23		1	

2021-22 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

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,281	\$629	\$6,652	\$63,594
District	N/A	N/A	\$6,652	\$66,472
Percent Difference - School Site and District	N/A	N/A	0.0	2.1
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	0.9	-11.6

2021-22 Types of Services Funded

On an annual basis, Liberty Elementary School District (LESD) submits our application for funding through the Consolidated Application and Reporting System commonly called the Con App. The application is submitted in two (2) parts: Part I, includes program and demographic information, submitted by June 30th of each year; and Part II, contains budget information and program data submitted by January 31 of each year. The categorical programs included:

Title I, Part A, Improving Academic Achievement
 Title II, Part A, Supporting Effective Instruction
 Title III- English Learner (EL), and Immigrant Programs
 Title IV, Part A - Student Support and Academic Enrichment
 ESSER, Elementary and Secondary School Emergency Relief

LCFF Funds Support:

- New Teacher Support Systems (NTSS)
- Class Size Reduction (CSR)
- Instructional Materials
- Educational Technology

Lottery Funds:

- Instructional Materials

Essentially, these funds are designed to assist students in mastering state standards. In addition to general state funding, Liberty Elementary School District receives state and federal categorical funding. Liberty Elementary School is committed to establishing a true partnership with all facets of the Tulare Learning Community. LESD appreciates and values all feedback and parent/community input. Our parent groups make a positive difference in our school culture and in the lives of the children we support.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$50,989	\$46,844
Mid-Range Teacher Salary	\$69,428	\$73,398
Highest Teacher Salary	\$96,636	\$93,345
Average Principal Salary (Elementary)	\$87,000	\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$125,000	\$136,296
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Our staff participate in many professional development opportunities throughout the school year. Effective, research-based strategies; innovative teaching techniques; and applied technology in the classroom are all explored on staff development days. On-site staff in-service, grade-level meetings and district staff development allow teachers the opportunity to learn and collaborate.

The district's essential priorities for teaching and learning include: Provide First Best Instruction and Response to Intervention, build a cultural of proficiency across grade levels to foster and sustain literacy improvement. We value the impact highly skilled teachers have on student achievement. Three full-days of professional development before school begins, and monthly early student release days, are reserved for the purpose of providing an additional 120 minutes of staff development for teachers. Tulare County Office of Education Consultants (TCOE) provide specialized academic support for teachers in Reading, Math, Writing, and Technology. In addition, teachers attend content-area specific training sessions during, or after the school day throughout the school year.

Professional development initiatives focused on the premise of the following:

- Defining First Best Instruction through the Framework for Teaching and Learning
- Data-responsive Instruction
- Strategic/Intensive Intervention
- Curriculum/Strategies – Academic Vocabulary, Guided Reading, Reading Comprehension
- Technology Integration (1:1 chrome books in core content areas)
- NGSS Workshops
- ELA grade-level curriculum development
- Grade level teams develop common course curriculum maps and common assessments to efficiently measure and monitor student achievement and re-teach accordingly

Topics for staff development are determined from collaborative discussions with teacher grade team meetings, and the yearly teacher needs assessment.

The district focused all professional development activities around identified needs: first time best instruction, mastery learning, multi-tiered system of supports, and implementation of the California Content Standards and NGSS Standards. Grade level teams will continue their work with novel studies and units. Teachers received ongoing professional-development opportunities through the Small Schools Conference, consultation and training from TCOE academic specialists in: Guided Reading, Number Talks, What's My Place? What's My Value? School-based coaching and training, and Social-Emotional Learning.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	