

Liberty Elementary School

16001 E Street • Kerman, CA 93630 • (559) 843-9300 • Grades K-6

Sandeep Jaspal, Principal
sandeep.jaspal@kermanusd.com

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



Kerman Unified School District

15218 W. Whitesbridge Avenue
Kerman, CA 93630-1029
(559) 843-9000
www.kermanusd.com

District Governing Board

Daniel Babshoff

Maria Cantu

Efrain Guizar

Kindra Melgoza

Jim Volkoff

District Administration

Robert Frausto
Superintendent

Mark Ruiz
Assistant Superintendent
Personnel

Kraig Magnussen
Assistant Superintendent
Chief Business Official

Pamela Millsbaugh
Assistant Superintendent of
Educational Services

School Description

Liberty Elementary School will be a safe and student-centered learning environment where students, parents, and staff will work and learn together in a spirit of courtesy and respect to provide the best available instructional activities for all students.

All students will be encouraged and assisted to achieve mastery of the adopted curriculum standards in reading, writing, mathematics, science, history, visual and performing arts, and physical fitness through differentiated, standards-based instruction, while promoting the development of life-long character traits that will enable the students to become good citizens and productive community members. Liberty offers a variety of instructional programs including ELD for English Learners, honors opportunities for advanced students, and intervention programs to help students achieve grade level standards.

The staff will strive for continuous improvement in helping students meet high achievement standards by developing and implementing effective instructional activities and continuously enlarging their own skills and knowledge through professional development.

Types of Services Funded

The Liberty Elementary SSC, composed of parents and staff, meets to discuss student achievement and determine how federal and state funding should be used to support student learning. Several personnel and programs are supported by these funds. Trained bilingual paraprofessionals support English Learners in the classroom and work with students in small groups and one-on-one to improve reading skills. A Literacy Coach trains teachers in best practices and works directly with classroom paraprofessionals. State and federal funds also support learning with additional programs and materials to supplement core materials.

DataQuest

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

Internet Access

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

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	76
Grade 2	81
Grade 3	89
Grade 4	85
Grade 5	104
Grade 6	85
Total Enrollment	616

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.5
Asian	7.5
Hispanic or Latino	81.5
White	9.6
Two or More Races	0.3
Socioeconomically Disadvantaged	75.5
English Learners	33.9
Students with Disabilities	8.9
Foster Youth	1.3
Homeless	2.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Liberty Elementary	17-18	18-19	19-20
With Full Credential	27	27	24
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kerman Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	234
Without Full Credential	♦	♦	15
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Liberty Elementary School

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

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

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	16	16

Professional development has become part of the daily work life of the Kerman Unified teaching teams. Teachers, administrators, and support staff participate in workshops and seminars, coach one another, plan lessons together, and collaborate for the purpose of student achievement. The professional learning community understands that teachers need collaboration time with one another. As a result, there is much support for providing the time and resources teachers require for the purpose of changing their practice. Teachers are afforded opportunities to participate in curriculum development, learn and share successful methods of reaching students, discuss comprehensive and efficient ways to implement standards, and continue their own learning. The district and the school site provide professional development days for staff. These days are devoted to curriculum training, discussing achievement data, and grade level collaboration. Staff also have the opportunity to attend out of district conferences to enhance their skills as educators.

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

Liberty Elementary sets a high priority upon ensuring that there are sufficient textbooks and materials to support the school educational program. Textbook selection is done by the District, grade level, and subject area committees coordinated by the Assistant Superintendent of Educational Services. All textbooks must be adopted from the most recent approved State matrices or local governing board approved lists. Textbook purchases are consistent with the content cycles of the California Curriculum Frameworks as District IMF and other funding sources permit.

Categorical funding also allows us to purchase supplementary instructional materials for English Learners to accelerate pupils as rapidly as possible towards grade level proficiency in reading, writing, and speaking. These materials are used in addition to the basic Reading/Language Arts and other core materials provided for every student and are correlated to State Standards-aligned textbooks.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2017: McGraw Hill: World of Wonders (TK) 2017: McGraw Hill: Wonders (K-5) 2016: McGraw Hill: Study Sync (6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	2015 Pearson: Envision Mathematics (K-5) 2014 Pearson: Digits (6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	2008: MacMillan/McGraw-Hill: California Science (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	2019: Studies Weekly (K-2) 2019: Teacher Curriculum Institute (3, 4, 5) 2019: National Geographic (6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Liberty Elementary School was built in 2002 and this school is in good condition. This campus is composed of modular buildings. Four permanent classrooms were built during the 2007-2008 school year. Deferred maintenance was used to completely paint the entire school in August of 2014. A multi-purpose facility was built and the library remodeled in 2016.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: September 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems.
Interior: Interior Surfaces	Good	No apparent problems.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
Electrical: Electrical	Good	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No apparent problems.
Safety: Fire Safety, Hazardous Materials	Good	No apparent problems.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No apparent problems.
Overall Rating	Exemplary	With an "EXEMPLARY," the school meets most or all standards of good repair.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	47	50	45	46	50	50
Math	37	45	30	34	38	39

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.7	35.5	23.4

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	376	368	97.87	50.27
Male	208	202	97.12	49.01
Female	168	166	98.81	51.81
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100.00	67.86
Hispanic or Latino	306	299	97.71	46.49
White	35	34	97.14	67.65
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	276	268	97.10	44.78
English Learners	161	158	98.14	43.67
Students with Disabilities	32	29	90.63	17.24
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	376	370	98.40	44.59
Male	208	203	97.60	45.81
Female	168	167	99.40	43.11
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100.00	53.57
Hispanic or Latino	306	301	98.37	42.86
White	35	34	97.14	52.94
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	276	270	97.83	39.63
English Learners	161	160	99.38	37.50
Students with Disabilities	32	29	90.63	13.79
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

An effective learning community requires the active participation of students, parents, and staff. The teachers and tutors at Liberty are highly trained and experienced. They work hard to provide the best instructional activities to help students master the standards and will continue to develop their own knowledge and professional skills to improve instructional activities. Since the students are at school for a limited time each day, there are important things parents can do: provide a regular time and quiet place for their student to do homework; take an interest in the homework and other school activities; talk with the teacher frequently to check on their student's progress and to get tips on helping their student; and support their student by setting an example in treating others with courtesy and respect. It takes the support of the entire community to provide an effective education.

Parent involvement is essential to our success. Children need strong role models in their lives. The Liberty Elementary students want your attention and effort at their school site. At this age, parents have a huge impact! What students learn socially and academically now will influence their decisions in middle school and high school. Every activity listed here needs your help and support. Please consider being a field trip chaperone, fall carnival organizer, classroom volunteer, attend Parent Faculty Club (PFC) Meetings, School Site Council, English Learner Advisory Council, and much more. Sign-up today with your child's teacher or contact Principal Sandeep Jaspal at (559) 843-9301 in the school office (sandeep.jaspal@kermanusd.com) for more information.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Liberty Elementary has a closed campus that is fully fenced and secure during school hours. All visitors must enter the school through the main office door and sign-in at the office, where they receive a visitor's badge to wear throughout their stay. We have implemented the "Raptor" system to increase safety. Staff monitors the school grounds for 30 minutes before school as well as at all recesses and at lunchtime. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. Fire, Lock Down, and Duck and Cover safety drills are practiced throughout the year and are reported to the district office. The school has a safety inspection team that monitors the facilities once each quarter to maintain a safe environment.

The School Safety Plan is reviewed and revised annually; it was last revised in January 2019. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. Liberty makes the plan available and copies are kept in the office for parents. The plan is shared with all staff during school-wide staff meetings and Site Council meetings.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.5	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.4	3.1	3.1
Expulsions Rate	0.1	0.0	0.1

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	616.0

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

Student Support Services Staff (School Year 2018-19)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		4		23	1	3		24		4	
1	27		3		26		3		25		3	
2	27		3		27		3		27		3	
3	25		4		26		3		22		4	
4	29		3		26		4		28		3	
5	26		4		28		3		26		4	
6	33		1	2	27		4		28		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,124	\$46,208
Mid-Range Teacher Salary	\$71,668	\$72,218
Highest Teacher Salary	\$88,082	\$92,742
Average Principal Salary (ES)	\$103,417	\$134,864
Average Principal Salary (MS)	\$106,068	\$118,220
Average Principal Salary (HS)	\$114,073	\$127,356
Superintendent Salary	\$209,630	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28%	33%
Administrative Salaries	5%	6%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5403	599	4804	\$105,115.00
District	N/A	N/A	3697	\$101,233.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	26.0	3.8
School Site/ State	-43.9	36.1

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

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