

# Liberty Elementary

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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/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 <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.

## 2023-24 School Contact Information

<b>School Name</b>	Liberty Elementary
<b>Street</b>	9631 Hayes St.
<b>City, State, Zip</b>	Riverside, CA 92503-3660
<b>Phone Number</b>	951-352-8225
<b>Principal</b>	Oscar Cisneros
<b>Email Address</b>	ocisneros@riversideunified.org
<b>School Website</b>	liberty.riversideunified.org
<b>County-District-School (CDS) Code</b>	33-67215-6032684

## 2023-24 District Contact Information

<b>District Name</b>	Riverside Unified School District
<b>Phone Number</b>	(951) 788-7135
<b>Superintendent</b>	Ms. Renee Hill
<b>Email Address</b>	rhill@riversideunified.org
<b>District Website</b>	<a href="http://riversideunified.org/">http://riversideunified.org/</a>

## 2023-24 School Description and Mission Statement

Liberty Elementary staff collaborated on the development of a mission statement pledge that would make it easier for staff and students to remember and recite while communicating the principles that are important to our school community.

Our staff and students pledge is:

I stand for Liberty because I choose to:

- Learn and offer a helping hand whenever needed.
- Inspire others to find and trust their voice.
- Be collaborative and foster a growth mindset.
- Engage with others respectfully and promote inclusion.
- Reach to achieve rigorous goals.
- Transform into a college, career, and life leader.

## 2023-24 School Description and Mission Statement

Yield my wants for the benefit of the greater good.

For the 2022-23 school year, Liberty had a total of 625 students enrolled in TK - 6th grade in both our in-person and virtual program offerings, not including 24 preschool students. The student population at Liberty is comprised of approximately 87.36% Hispanic, 4.21% White, 3.28% African American, 2.96% Multi-Ethnic, 1.56% Asian, .47% Pacific Islander, and .16% American Indian.

The Liberty Elementary School community shares responsibility for the education of each and every student. Parents, teachers, and students work collaboratively to ensure that all students have the essential skills and knowledge needed to succeed and achieve in public education. Students are expected to reach or exceed current State Standards established for their grade levels. Additional focus is given to developing 21st Century skills including: critical thinking, effective communication, problem solving, and the ability to access information. Success is measured with both formative and summative assessments. Liberty is a Personalized Learning campus. We believe personalized learning can enable every Liberty Scholar to be a self directed individual where the world is their classroom. The guiding belief for personalized learning builds on our school vision and mission. At Liberty, instructional practices begin and end with individualized goals that are based on the standards. The intent behind our entire focus is to have students own and lead their learning. We believe when students understand their learning styles, strengths, weaknesses, and feel a sense of urgency for achievement, success will follow. We hope to develop our students as a group of socially engaged contributors who see themselves as pivotal members in their community.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	92
Grade 2	64
Grade 3	88
Grade 4	86
Grade 5	91
Grade 6	88
<b>Total Enrollment</b>	<b>602</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2%
Male	49.8%
American Indian or Alaska Native	0.3%
Asian	0.7%
Black or African American	4.2%
Filipino	0.3%
Hispanic or Latino	88.2%
Two or More Races	0.7%
White	3.7%
English Learners	39.5%
Homeless	2.7%
Socioeconomically Disadvantaged	88.5%
Students with Disabilities	14.1%

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.00	94.44	1509.80	87.78	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.30	0.19	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	2.24	38.00	2.21	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.54	17.00	0.99	12115.80	4.41
<b>Unknown</b>	0.60	2.73	151.80	8.83	18854.30	6.86
<b>Total Teaching Positions</b>	22.30	100.00	1720.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.60	87.85	1505.40	87.33	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	8.80	0.51	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	44.30	2.57	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	38.00	2.21	11953.10	4.28
<b>Unknown</b>	3.00	12.15	127.00	7.37	15831.90	5.67
<b>Total Teaching Positions</b>	24.60	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Misassignments	0.50	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.50	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.10	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.10	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.3	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill: Wonders, TK-2 McGraw-Hill: Wonders, 3-6	Yes	0%
<b>Mathematics</b>	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
<b>Science</b>	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
<b>History-Social Science</b>	Saavas: California History Social-Science, TK-6	Yes	0%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	N/A		0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

## School Facility Conditions and Planned Improvements

Lot Size: 6.3 Acres  
 Last modernized: 2014  
 28 Permanent Classrooms  
 7 Portable Classrooms  
 Completely Air Conditioned  
 Library  
 Multi-Purpose Room  
 Indoor and outdoor cafeteria

Riverside Unified School District maintains both short and long-term major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 15 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b).

Liberty has a full time custodian who, along with other district personnel maintain the grounds and facilities.

Year and month of the most recent FIT report

09/14/2023 - 12/12/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			LIBA-25 (Restroom): 2: (D) There is inadequate air supply to the area - Exhaust fan is not turning on with the lights LIBA-4 (Classroom): 2: Sight needs to remove desk lamp from thermostat 9: (D) Drinking fountains over shoots sink basin 12: (D) Cab. door is falling off LIBC-3 (Kitchen): 2: (D) Vents or grills are excessively dusty or dirty  Several vents need to be cleaned. (D) HVAC units are generating excessive noise or vibrations  Notes: Freezer is leaking water . 7: (D) Light fixture not working (possible ballast)  Notes: Several ballast or lamps out LIBC-9 (Utility): 2: (D) HVAC units are generating excessive noise or vibrations  Notes; AC unit not working . 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup  Notes : Area is being used as a storage closet . Material is blocking electrical panels and other equipment.



## School Facility Conditions and Planned Improvements

<p><b>Interior:</b> Interior Surfaces</p>		X	<p>LIBA-34 (Corridor): 4: (D) Ceiling tiles are missing - Ceiling tile w/ smoke detector is hanging off track</p> <p>LIBA-5 (Classroom): 4: (D) Ceiling tiles are missing - Ceiling tile is hanging off track 5: One of the doorways were blocked by a bookcase. This bookcase should be moved over to make access to the door in the event of an emergency.</p> <p>LIBA-6 (Classroom): 4: Light diffuser needs to be latched 7: (D) Unauthorized personal appliances - Site needs to remove desk lamp from thermostat 12: (D) Cab. door is falling off under sink</p> <p>LIBC-1 (Multi Purpose Room): 4: (D) Ceiling tiles have holes or stains</p> <p>Notes: Stained ceiling tiles. High ceiling needs lift.</p> <p>(D) Cabinet Casework Handle missing or broken</p> <p>Notes: Corner bead cover is pulling off the wall by the fountains. It is also lifting the wallpaper. 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup</p> <p>Notes: Walls are excessively dirty. 7: (D) Light fixture not working (possible ballast)</p> <p>Note: Several lights and lamps are out. High ceiling, lift needed.</p> <p>LIBC-2 Stage - 2: 4: (D) Walls appear to have hazards from tears and holes</p> <p>Note: Wallpaper on front of stage right is torn.</p> <p>(D) Ceiling tiles have holes or stains</p> <p>Note: Ceiling above fire sprinkler in hallway, stage right, needs repair. 5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Note: One fixture by south east door has lamp out.</p> <p>LIBG-102 (Classroom): 4: (D) Carpeting is stained 9: (D) Water pressure is inadequate, Loose push button cap for bubbler.</p> <p>LIBG-103 (Classroom): 4: (D) Carpeting is stained 9: (D) Water pressure is inadequate</p> <p>LIBG-104 (Classroom): 4: (D) Carpeting is damaged (D) Carpet is torn 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p>
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## School Facility Conditions and Planned Improvements

9: (D) Water pressure is inadequate, Please adjust water flow  
 LIBG-204 (Classroom):  
 4: (D) Carpeting is stained  
 (D) Carpeting is damaged  
 5: (D) Unsecured items are stored too high  
 LIBG-205 (Classroom):  
 4:  
 (D) Carpeting is stained  
 7: (D) Unauthorized personal appliances  
 9: (D) A Leak is evident  
 LIBG-209 (Classroom):  
 4: (D) Carpeting is stained  
 5: (D) Non-approved household furniture (COVID19)  
 LIBG-210 (Classroom):  
 4: (D) Carpeting is stained  
 LIBK-13 (Classroom):  
 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)  
 Counter top for sink needs to be replaced.  
 P16:  
 4: (D) Carpeting is damaged (ripped)  
 P32:  
 4: (D) Ceiling tiles have holes or stains

Notes: Ceiling tiles stained

(D) Walls appear to have hazards from tears and holes

Notes: north east wall ,bottom corner of cork board, showing damage .Possible water damage  
 7: (D) Light fixture not working (possible ballast)

Notes: One light fixture not working properly.

P33:  
 4: (D) Ceiling tiles have holes or stains

Notes: Several stained ceiling tiles .  
 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes: Broken duplex or blank cover.  
 P34:  
 4: (D) Ceiling tiles have holes or stains

Notes: Ceiling tile is bowing or falling down .  
 7: (D) Light fixture not working (possible ballast)

Notes: One fixture not working properly.

(D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

## School Facility Conditions and Planned Improvements

			<p>Notes: Their is a 8x8 jbox outside by door , which has a birds nest protruding thru a open hole in box</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>LIBA-5 (Classroom): 4: (D) Ceiling tiles are missing - Ceiling tile is hanging off track 5: One of the doorways were blocked by a bookcase. This bookcase shood be moved over to make access to the door in the event of an emergency.</p> <p>LIBC-1 (Multi Purpose Room): 4: (D) Ceiling tiles have holes or stains</p> <p>Notes: Stained ceiling tiles. High ceiling needs lift.</p> <p>(D) Cabinet Casework Handle missing or broken</p> <p>Notes: Corer bead cover is pulling off the wall by the fountains. It is also lifting the wallpaper. 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup</p> <p>Notes: Walls are excessively dirty. 7: (D) Light fixture not working (possible ballast)</p> <p>Note: Several lights and lamps are out. High ceiling, lift needed.</p> <p>LIBC-1A (Utility): 5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Notes: Several lamps are out.</p> <p>(D) Area appears to be unclean with more than minimal dirt, dust, or buildup</p> <p>Note: Not well organized and cluttered .</p> <p>LIBC-2 Stage - 2: 4: (D) Walls appear to have hazards from tears and holes</p> <p>Note: Wallpaper on front of stage right is torn.</p> <p>(D) Ceiling tiles have holes or stains</p> <p>Note: Ceiling above fir sprinkler in hallway , stage right ,needs repair. 5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Note: One fixture by south east door has lamp out.</p> <p>LIBC-2B (Utility): 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup</p>

## School Facility Conditions and Planned Improvements

			<p>Note: Unable to access door to closet due to clutter . When looking into closet , we noticed room completely over flowing .</p> <p>LIBC-9 (Utility):</p> <p>2: (D) HVAC units are generating excessive noise or vibrations</p> <p>Notes; AC unit not working .</p> <p>5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup</p> <p>Notes : Area is being used as a storage closet . Material is blocking electrical panels and other equipment.</p> <p>LIBG-204 (Classroom):</p> <p>4: (D) Carpeting is stained</p> <p>(D) Carpeting is damaged</p> <p>5: (D) Unsecured items are stored too high</p> <p>LIBG-209 (Classroom):</p> <p>4: (D) Carpeting is stained</p> <p>5: (D) Non-approved household furniture (COVID19)</p>
<p><b>Electrical</b></p>		<p>X</p>	<p>LIBA-22 (Library):</p> <p>7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly - Technology services... Surface mount wiremold and junction box pulled away from wall (CAT 5)</p> <p>11: Fixed pencil sharpener behind librarian's desk missing cover from blades</p> <p>LIBA-6 (Classroom):</p> <p>4: Light diffuser needs to be latched</p> <p>7: (D) Unauthorized personal appliances - Site needs to remove desk lamp from thermostat</p> <p>12: (D) Cab. door is falling off under sink</p> <p>LIBC-1 (Multi Purpose Room):</p> <p>4: (D) Ceiling tiles have holes or stains</p> <p>Notes: Stained ceiling tiles. High ceiling needs lift.</p> <p>(D) Cabinet Casework Handle missing or broken</p> <p>Notes: Corer bead cover is pulling off the wall by the fountains. It is also lifting the wallpaper.</p> <p>5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup</p> <p>Notes: Walls are excessively dirty.</p> <p>7: (D) Light fixture not working (possible ballast)</p> <p>Note: Several lights and lamps are out. High ceiling, lift needed.</p> <p>LIBC-2A (Utility):</p> <p>7: (D) Light fixture not working (possible ballast)</p> <p>Note: Several lamps out.</p> <p>LIBC-2C (Wheel Chair Lifts):</p> <p>7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly</p> <p>Notes: No chair lift in area .</p>

## School Facility Conditions and Planned Improvements

LIBC-3 (Kitchen):

2: (D) Vents or grills are excessively dusty or dirty

Several vents need to be cleaned.

(D) HVAC units are generating excessive noise or vibrations

Notes: Freezer is leaking water .

7: (D) Light fixture not working (possible ballast)

Notes: Several ballast or lamps out

LIBC-4 (Restroom):

7: (D) Light fixture not working (possible ballast)

Notes: Several ballast or lamp's out .

LIBC-5 (Restroom):

7: (D) Light fixture not working (possible ballast)

Notes: possible ballast or lamp out .

(D) Electrical systems, components, and/or equipment appear NOT to be working properly

Notes: Emergency light blinking red.

LIBC-8 (Utility):

7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes: Receptacle loose and needs repair .

LIBG-104 (Classroom):

4: (D) Carpeting is damaged

(D) Carpet is torn

7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

9: (D) Water pressure is inadequate, Please adjust water flow

LIBG-203 (Classroom):

7: (D) Lighting does not appear to be adequate

(D) Lighting is flickering

9: (D) Water pressure is inadequate, faucet is loose and water pressure is inadequate

LIBG-205 (Classroom):

4:

(D) Carpeting is stained

7: (D) Unauthorized personal appliances

9: (D) A Leak is evident

P30:

7: (D) Light fixture not working (possible ballast)

Notes: Two fixtures not working properly

(D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes: Low Voltage control box hanging off wall , not secured properly.

P31:

# School Facility Conditions and Planned Improvements

			<p>7: (D) Light fixture not working (possible ballast)</p> <p>Notes: One light fixture not working properly.</p> <p>P32:</p> <p>4: (D) Ceiling tiles have holes or stains</p> <p>Notes: Ceiling tiles stained</p> <p>(D) Walls appear to have hazards from tears and holes</p> <p>Notes: north east wall ,bottom corner of cork board, showing damage .Possible water damage</p> <p>7: (D) Light fixture not working (possible ballast)</p> <p>Notes: One light fixture not working properly.</p> <p>P33:</p> <p>4: (D) Ceiling tiles have holes or stains</p> <p>Notes: Several stained ceiling tiles .</p> <p>7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Notes: Broken duplex or blank cover.</p> <p>P34:</p> <p>4: (D) Ceiling tiles have holes or stains</p> <p>Notes: Ceiling tile is bowing or falling down .</p> <p>7: (D) Light fixture not working (possible ballast)</p> <p>Notes: One fixture not working properly.</p> <p>(D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Notes: Their is a 8x8 jbox outside by door , which has a birds nest protruding thru a open hole in box</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>LIBA-1 (Classroom):</p> <p>9: Cab. Door is falling off</p> <p>LIBA-11 (Administration):</p> <p>9: (D) A Leak is evident - Packing on cold side of faucet behind restroom.</p> <p>LIBA-4 (Classroom):</p> <p>2: Sight needs to remove desk lamp from thermostat</p> <p>9: (D) Drinking fountains over shoots sink basin</p> <p>12: (D) Cab. door is falling off</p> <p>LIBA-9 (Classroom):</p> <p>9: (D) Drinking fountain overshoots sink</p> <p>LIBG-102 (Classroom):</p> <p>4: (D) Carpeting is stained</p> <p>9: (D) Water pressure is inadequate, Loose push button cap for bubbler.</p> <p>LIBG-103 (Classroom):</p>

## School Facility Conditions and Planned Improvements

			<p>4: (D) Carpeting is stained            9: (D) Water pressure is inadequate            LIBG-104 (Classroom):            4: (D) Carpeting is damaged            (D) Carpet is torn            7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access            9: (D) Water pressure is inadequate, Please adjust water flow            LIBG-114 (Restroom):            8: (D) Restrooms are NOT fully operational, second sink has water turned off.            LIBG-201 (Classroom):            9: (D) Drinking fountains are inaccessible, fixture is loose            11: (D) Paint is peeling, chipping, or cracking            LIBG-203 (Classroom):            7: (D) Lighting does not appear to be adequate            (D) Lighting is flickering            9: (D) Water pressure is inadequate, faucet is loose and water pressure is inadequate            LIBG-205 (Classroom):            4:            (D) Carpeting is stained            7: (D) Unauthorized personal appliances            9: (D) A Leak is evident            LIBGR-KPLAYYARD (Play Yard):            9: (D) A Leak is evident</p>
<p><b>Safety:</b>            Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>LIBA-22 (Library):            7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly - Technology services... Surface mount wiremold and junction box pulled away from wall (CAT 5)            11: Fixed pencil sharpener behind librarian's desk missing cover from blades            LIBG-105 (Administration):            11: (D) Paint is peeling, chipping, or cracking            LIBG-108 (Administration):            11: (D) Paint is peeling, chipping, or cracking            LIBG-201 (Classroom):            9: (D) Drinking fountains are inaccessible, fixture is loose            11: (D) Paint is peeling, chipping, or cracking</p>
<p><b>Structural:</b>            Structural Damage, Roofs</p>	<p>X</p>		<p>LIBA-4 (Classroom):            2: Sight needs to remove desk lamp from thermostat            9: (D) Drinking fountains over shoots sink basin            12: (D) Cab. door is falling off            LIBA-6 (Classroom):            4: Light diffuser needs to be latched            7: (D) Unauthorized personal appliances - Site needs to remove desk lamp from thermostat            12: (D) Cab. door is falling off under sink            LIBA-8 (Classroom):            12: (D) Cab. door is falling off under sink</p>

## School Facility Conditions and Planned Improvements

<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		LIBK-11 (Classroom): 15: (D) Door not closing properly. (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,( unless there is a valid reason)
---	---	--	--

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	32	33	46	44	47	46
<b>Mathematics</b> (grades 3-8 and 11)	21	24	30	31	33	34

## 2022-23 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
<b>All Students</b>	365	359	98.36	1.64	33.15
<b>Female</b>	189	185	97.88	2.12	37.30
<b>Male</b>	176	174	98.86	1.14	28.74
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	16	16	100.00	0.00	12.50
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	325	322	99.08	0.92	33.85
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	12	100.00	0.00	50.00
<b>English Learners</b>	129	123	95.35	4.65	11.38
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	14	100.00	0.00	57.14
<b>Military</b>	17	17	100.00	0.00	35.29
<b>Socioeconomically Disadvantaged</b>	332	330	99.40	0.60	32.42
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	54	54	100.00	0.00	9.26

## 2022-23 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
<b>All Students</b>	365	365	100.00	0.00	23.69
<b>Female</b>	189	189	100.00	0.00	24.06
<b>Male</b>	176	176	100.00	0.00	23.30
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	16	16	100.00	0.00	18.75
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	325	325	100.00	0.00	23.22
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	12	100.00	0.00	41.67
<b>English Learners</b>	129	129	100.00	0.00	10.08
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	14	100.00	0.00	23.08
<b>Military</b>	17	17	100.00	0.00	47.06
<b>Socioeconomically Disadvantaged</b>	332	332	100.00	0.00	23.03
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	54	54	100.00	0.00	7.41

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	7.14	12.63	26.85	27.64	29.47	30.29

## 2022-23 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	95	95	100.00	0.00	12.63
Female	55	55	100.00	0.00	9.09
Male	40	40	100.00	0.00	17.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	83	83	100.00	0.00	12.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	30	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	86	86	100.00	0.00	12.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	98.90%	98.90%	98.90%	97.90%	98.90%

## 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.

#### 2023-24 Opportunities for Parental Involvement

Parent Involvement Contact Person Name: Oscar Cisneros, Phone Number: 951-352-8225.

Parents are encouraged to attend all parent meetings, parent workshops, and to volunteer in their child's classroom. All parents are encouraged to take an active role in their child's education through ongoing communication with the school. The school communicates with parents through parent letters, flyers, School Messenger calls, school marquee, posters, and website. Other forms of communication available to parents are the web-based Google Classroom, Class Dojo, Remind, and the Aeries Parent Portal.

Parents are encouraged to attend all School Site Council meetings, English Learner Advisory Council, and Parent Teacher Association meetings throughout the school year. School Site Council and English Learner Advisory Council meetings are conducted every month. The meeting agendas include sharing achievement data, categorical budgets, and the School Plan for Student Achievement. Families also have the opportunity to participate in Family Webinars that are offered by the district's Instruction and Learner Engagement Department. These workshops are communicated to parents via School Messenger and the school website.

Liberty now offers an English as a Second Language class for parents on Tuesdays and will also be adding a Family Literacy class for parents beginning in February of 2023. Additionally, we have added multiple Family Nights, Back to School Night and Open House events, to our calendar, which take place in the evenings from 5 to 7 pm. We will work on implementing workshops for parents around the 7 Habits of Highly Effective Families to help support the implementation of The Leader In Me Framework, which is based on the 7 Habits of Highly Effective People and the 7 Habits of Happy Kids. Parent informational meetings and events will be scheduled to give parents an opportunity to stay informed as well as to participate in enrichment activities along with their children and families. Some examples of these activities are:

- Back to School Night
- Coffee with the Principal
- Cardboard Challenge
- Art Under the Stars

## 2023-24 Opportunities for Parental Involvement

Field Trip Chaperones  
 PTA Fundraising activities  
 Pictures with Santa  
 PTA Meetings  
 School Site Council Meetings  
 ELAC Meetings

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	665	649	202	31.1
Female	331	325	88	27.1
Male	334	324	114	35.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	9	5	3	60.0
Black or African American	33	30	12	40.0
Filipino	4	4	2	50.0
Hispanic or Latino	567	560	169	30.2
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	5	5	2	40.0
White	28	28	9	32.1
English Learners	259	252	56	22.2
Foster Youth	4	4	3	75.0
Homeless	28	26	12	46.2
Socioeconomically Disadvantaged	581	573	177	30.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	122	118	46	39.0

## 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.46	4.47	4.21	0.18	4.11	4.60	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	4.21	0
<b>Female</b>	0.6	0
<b>Male</b>	7.78	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	9.09	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	3.7	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	7.14	0
<b>English Learners</b>	2.7	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	4.48	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	11.48	0

## 2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying

## 2023-24 School Safety Plan

policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

### 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.

#### 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	5	14		
1	11	6	2	
2	9	6	2	
3	11	5	2	
4	6	10	1	
5	13	3	1	
6	12	3	2	
Other	19	3	1	2

#### 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	1	3	
1	26		2	
2	23		4	
3	25		3	
4	30		3	
5	31		2	
6	33		1	
Other	16	3		1



## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	4	0
1	28	0	3	0
2	30	0	2	0
3	21	1	3	0
4	28	0	3	0
5	30	0	3	0
6	26	0	3	0
Other	10	3	0	0

## 2022-23 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

## 2022-23 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	0.8
Resource Specialist (non-teaching)	
Other	2

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	8,539.33	2,465.34	6,073.99	96,041.73
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	-13.0	-0.8
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-9.9	11.8

## Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

## Professional Development

### 2023 - 2024 School Year

As we continue to implement the Leader In Me Framework for all students as a major focus of our MTSS Implementation. The lessons, along with a multitude of resources, are meant to teach the students about the 7 Habits of Highly Effective People. To this end, teachers will:

The First 8 Days Lessons using their Leader In Me Online account.

Teach the 7 Habits Scope and Sequence using their Leader In Me Online account.

To this end, all staff, certificated and classified, attended training provided by the Franklin Covey Company to learn the 7 Habits of Highly Effective People and on the implementation of The Leader In Me Framework. The objective of the various trainings is to build the capacity of staff to be able to incorporate leadership language in the classroom routines, interactions, meetings, activities, displays, lessons, and family communications. The non-teaching staff was trained with the objective of supporting the common language and culture outside of the classroom.

Additionally, all certificated staff attended the Leader In Me Core 1 Training - Designing Our Leadership School. The emphasis of this training was on:

Teaching the 7 Habits

Engaging Student Voice

Creating a Leadership Environment

Engaging Families

Additionally, all certificated staff attended the Leader In Me Core 2 Training - Achieving Growth Through Empowerment. The emphasis of this training was on:

Reflection on Core 1

Integrating the Highly Effective Practices of the 7 Habits

Engaging With the Goal-Achievement Process - the 4 Disciplines of Execution

Implementing Leadership Portfolios

Additionally, professional development will be provided to all teachers on writing using the Framing Your Thoughts Framework. Substitute teachers will be provided for two days for each teacher to participate in the training on site.

Framing Your Thoughts is from the Project Read curriculum, which is an integrated language arts program designed to respect diverse learning profiles. Research-based and student-tested, Project Read programs are proven by performance and regarded by reputation for over four decades.

The Framing Your Thoughts curriculum focuses on the art of sentence construction and paragraph development, using multisensory activities and sequential skill instruction. This curriculum uses a unique set of graphic symbols to design creative accurate sentence structures that lead to understanding the principles of grammar. This program is appropriate for kindergarten through adult-aged learners.

Framing Your Thoughts is a writing program that teaches written language sequentially and systematically. It is a multi-sensory program that uses written symbols as well as hand motions to represent each part of a sentence. Instruction moves from barebone sentences to five kinds of paragraph development.

### 2022 - 2023 School Year

Liberty Elementary is committed to ensuring the active participation of all staff members in professional development.

During the 2022-2023 school year, ALL certificated and classified staff participated (during the summer) in training for the implementation of The Leader In Me Framework. Additionally, all certificated staff members at Liberty will participate in a minimum of five days of professional development by the district staff developers, RUSD Virtual Professional Development utilizing the RISE Platform, KickUp, and our Teacher on Special Assignment whose focus is engagement through technology integrated instruction. The focus for the minimum required professional development will be delivering engaging, informed, impactful instruction in a Virtual/Distance Learning environment for all and Social Emotional Learning for student wellbeing.

Below is a list of some of the professional development requirements for the Fall of 2022:

#### 1. Health and Safety

## Professional Development

2. The First Days of School in Virtual/Distance Learning
3. Digital Citizenship
4. Preparing your Google Classroom for Distance/Virtual Learning
5. Trauma Informed Practices
6. Culturally Responsive Pedagogy
7. Providing Student Feedback in a Virtual Classroom
8. Team Communication and Collaboration

Ongoing support throughout the school year will be provided through teacher-team meetings, teacher-administrator meetings, and the ongoing optional support from our district professional developers and coaches.

2021 - 2022 School Year

Individual teacher Student Data Analysis - 3 days per year. The principal met with teachers individually for 20 minutes each to review data, monitor, and plan interventions.

Various teachers attended a training provided by Lexia.

Various primary teachers attended a 1-day K-2 Gateway Refresher training .

Grade Level teams met to review student data.

Various teachers attended 2 separate full days of Eureka Math training while substitutes tended to their classes during their absence.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	12	9