Liberty Elementary School
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/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.

2023-24 School Contact Information

School Name	Liberty Elementary School
Street	16001 E Street
City, State, Zip	Kerman, CA 93630
Phone Number	(559) 843-9300
Principal	Toshia Cruz
Email Address	toshia.cruz@kermanusd.com
School Website	https://www.kermanusd.com/domain/15
County-District-School (CDS) Code	10-73999-6119978

2023-24 District Contact Information

District Name	Kerman Unified School District
Phone Number	(559) 843-9000
Superintendent	Gordon Pacheco
Email Address	gordon.pacheco@kermanusd.com
District Website	www.kermanusd.com

2023-24 School Description and Mission Statement

Liberty Elementary School will create a safe and student-centered learning environment where students, parents, and staff will work and learn together to promote courtesy and respect to provide students with best instructional practices and strategies.

All students will be encouraged and assisted to achieve mastery of the adopted curriculum standards through differentiated and 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 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	114
Grade 1	75
Grade 2	91
Grade 3	89
Grade 4	92
Grade 5	83
Grade 6	86
Total Enrollment	630

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2%
Male	50.8%
American Indian or Alaska Native	0.2%
Asian	7.1%
Black or African American	0.6%
Hispanic or Latino	83.3%
Two or More Races	0.6%
White	7.6%
English Learners	26.7%
Foster Youth	1%
Homeless	2.2%
Migrant	0.8%
Socioeconomically Disadvantaged	73.8%
Students with Disabilities	8.3%

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)	24.60	95.18	194.20	85.45	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.86	6.00	2.64	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	11.20	4.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.96	6.70	2.98	12115.80	4.41
Unknown	0.00	0.00	9.00	3.96	18854.30	6.86
Total Teaching Positions	25.90	100.00	227.20	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)	23.00	95.83	192.80	86.92	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.17	4.00	1.80	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	12.60	5.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.90	1.78	11953.10	4.28
Unknown	0.00	0.00	8.40	3.79	15831.90	5.67
Total Teaching Positions	24.00	100.00	221.80	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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	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	0.00	0.00
Local Assignment Options	0.20	0.00
Total Out-of-Field Teachers	0.20	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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.4	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

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.

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017: McGraw Hill: World of Wonders (TK) 2017: McGraw Hill: Wonders (K-5) 2016: McGraw Hill: Study Sync (6)	Yes	0%
Mathematics	2015 Pearson: Envision Mathematics (K-5) 2014 Pearson: Digits (6)	Yes	0%
Science	2021: CAROLINA BIOLOGICAL SUPPLY COMPANY(TK-2) 2021: Discovery Education Science (3-5) 2021: Houghton Mifflin Harcourt California Dimensions (6)	Yes	0%
History-Social Science	2019: Studies Weekly (K-2) 2019: Teacher Curriculum Institute (3, 4, 5) 2019: National Geographic (6)	Yes	0%

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	October 5, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces	X			No apparent problems.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems.
Electrical	X			No apparent problems.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		No apparent problems.
Safety: Fire Safety, Hazardous Materials		X	Fire Safety. Hazardous Materials.
Structural: Structural Damage, Roofs	X		No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		No apparent problems.

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
English Language Arts/Literacy (grades 3-8 and 11)	43	44	41	40	47	46
Mathematics (grades 3-8 and 11)	30	35	23	24	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
All Students	352	351	99.72	0.28	43.87
Female	157	157	100.00	0.00	51.59
Male	195	194	99.49	0.51	37.63
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	301	301	100.00	0.00	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	55.00
English Learners	81	81	100.00	0.00	17.28
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	289	289	100.00	0.00	39.79
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	29	100.00	0.00	17.24

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
All Students	352	351	99.72	0.28	35.04
Female	157	157	100.00	0.00	36.31
Male	195	194	99.49	0.51	34.02
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	41.67
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	301	301	100.00	0.00	34.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	50.00
English Learners	81	81	100.00	0.00	17.28
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	289	289	100.00	0.00	32.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	29	100.00	0.00	13.79

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)	18.82	15.29	17.54	18.21	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	85	85	100.00	0.00	15.29
Female	39	39	100.00	0.00	20.51
Male	46	46	100.00	0.00	10.87
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	77	77	100.00	0.00	15.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	22	22	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	69	69	100.00	0.00	15.94
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.

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	97.6	96.5	96.5	97.6	96.5

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

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. The Liberty Elementary students want your attention and effort at their school site. 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, volunteer for school activities and events, classroom volunteer, attend Parent Faculty Club (PFC) Meetings, School Site Council (SSC) Meetings, English Learner Advisory Committee (ELAC) Meetings, etc. Please contact your child's teacher or the office for more information.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	663	652	102	15.6
Female	328	321	42	13.1
Male	335	331	60	18.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	46	46	4	8.7
Black or African American	4	4	2	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	555	546	86	15.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	2	50.0
White	50	48	7	14.6
English Learners	179	174	24	13.8
Foster Youth	10	10	2	20.0
Homeless	18	15	3	20.0
Socioeconomically Disadvantaged	545	536	86	16.0
Students Receiving Migrant Education Services	14	10	1	10.0
Students with Disabilities	74	73	16	21.9

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
Suspensions	0.00	1.25	0.60	0.15	3.65	3.22	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.6	0
Female	0	0
Male	1.19	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.54	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.55	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 February 2023. 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.

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	18	2	3	
1	20	3	1	
2	26		3	
3	19	4		
4	27		3	
5	30		3	
6	23	1	3	
Other	4	3		

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	21	1	3	
1	21	1	3	
2	21	1	3	
3	26		3	
4	26		3	
5	27		3	
6	29		3	

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	2	3	0
1	19	4	0	0
2	23	0	4	0
3	22	1	3	0
4	31	0	3	0
5	28	0	3	0
6	29	0	3	0
Other	0	0	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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.2

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	$8,167	$3,310	$4,857	$86,315
District	N/A	N/A	$5,040	$81,221
Percent Difference - School Site and District	N/A	N/A	-3.7	9.4
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	-30.3	3.8

Fiscal Year 2022-23 Types of Services Funded

The Liberty Elementary School Site Council (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. Input from certificated and classified personnel on LCAP is collected several times a year in order to help develop the sites LCAP expenditures and plans. 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. State and federal funds also support learning with additional programs and materials to supplement core materials.

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	$51,042	$50,875
Mid-Range Teacher Salary	$79,323	$79,761
Highest Teacher Salary	$100,157	$103,045
Average Principal Salary (Elementary)	$114,281	$128,154
Average Principal Salary (Middle)	$117,211	$131,774
Average Principal Salary (High)	$126,043	$142,676
Superintendent Salary	$250,543	$211,462
Percent of Budget for Teacher Salaries	32.28%	30.11%
Percent of Budget for Administrative Salaries	5.88%	5.49%

Professional Development

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.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	17	20	33