School Plan for Student Achievement

LIBERTY ELEMENTARY

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Fresno 93720-4046

7/1/23-6/30/24

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School Year: 2023-24

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Liberty Elementary School	10-62117-6109920	6/1/2023	June 14, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation. Within our SPSA we have created a plan that focuses on ELA, math, and our MTSS system. It is our ultimate goal to implement this plan and continue to increase our academic achievement.

Within our plan, there are goals written around three main focus areas--ELA, Math, and attendance-- which illustrate our plan to support these three areas throughout this school year as we work toward closing the achievement gap.

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The following surveys are administered annually:

*SART- School Assessment Review Team
*Student body LCAP survey
*CUSD school climate assessment
*English Learner needs assessment Survey
*Native American Education Survey
*Parent LCAP survey

Based on these surveys our Liberty Elementary community indicated that there is a need for increased need for support in the following areas: social emotional support for deficits, maladjustment disorders, school-wide safety and academic holes/gaps through interventions, and attendance improvement for our students with disabilities and Black and African American students.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

As per CUSD Board Policy 6211Clovis Unified Board Policy #4315 and ED CODE #44664 require that all certificated teachers are evaluated on a regular bases. Informal and formal classroom observations occur throughout the school year. Administrators from both the site level and the district level regularly communicate their findings with the classroom teacher. The findings are used to illustrate best practices that can be replicated in other classrooms across the site and district. Site administrators also use this as an opportunity for teachers to learn from one another by observing each other within the classroom setting. The observation process also allows site administrators to use corrective feedback, provide coaching and to provide additional supports in specific areas of growth opportunities based on each individual teachers needs.

Common findings for growth opportunities include:

Behavior management
Classroom management
Articulation of Learning Objective
Frequency of Checking for Understanding
Differentiated Instruction
Frequency of Academic Conversation

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

A variety of tools are used to measure and monitor academic progress at our site and within our school district. Assessments are designed to provide staff with data so that instruction can be modified to meet individual needs, to monitor student achievement and to assess the school's overall success. Some examples of the assessments that we utilize include:
*SBAC
*ELPAC
*iReady
*iCAL
*iCAM
*DRA

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use the data collected from these assessments to chart progress and design an appropriate instructional program for all students. Individualized or classroom specific materials can then be produced in conjunction with the core curriculum to address the identified academic need of individual students. The data is analyzed in PLC's where it is then used to help guide further instruction.

In addition, all students who have not meet proficiency standards are carefully evaluated for academic deficiencies and may be recommended for additional support either through the after/before school Extended Day labs; supplemental instruction provided by Push-In Teachers, Instructional Aide/Tutors, BIAs (Instructional Aide-Bilingual); or classroom interventions. Instruction is targeted to the identified need. The Principal and GIS/Resource Teacher support, train, and provide resources necessary to assist teachers in the process.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are appropriately credentialed have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid our students in reaching academic proficiency in their content areas.

All teachers on our campus hold an appropriate CTC credential, permit, or other document equivalent to that which a teacher in all other public schools would be required to hold. Those teachers that are in the status of seeking to complete their credentials (PIPS, STIPS and Interns) are in a program that will allow staff to meet the requirements needed in a timely manner. These staff members are supported by site and district administration for appropriate completion. An equivalent credential, permit, or other document would mean that the teacher has the appropriate authorization for their assignment.

All paraprofessionals whose duties include instructional support must meet the criteria as outlined in CUSD to be considered Highly Qualified to assist students.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers receive site and/or district professional development on curriculum, instruction, and assessment throughout the year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

CUSD provides professional development for all school sites that are aligned with the needs of the schools, academic content standards, social emotional supports, and more. The district provided professional development for this school include--Tiered Writing Supports aligned to the Common Core writing standards, Tier 1, 2, and 3 aligned to meet behavior needs in our primary classrooms, Science training aligned to NGSS, iReady training aligned with our district adopted curriculum and the Common Core standards in both math and reading.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers have access to a variety of different sources of professional development both on and off-site. CUSD Teachers On Special Assignment (TOSA) provide professional learning sessions along with co-teaching opportunities and in-class coaching. Teachers on Special Assignment are experts in their specific content area and knowledgeable in the adopted curriculum. This is in addition to professional learning opportunities provided at our school site, through conferences, or at the district level. Additionally, new teachers are assigned mentor teachers (either site-based or district based) who are available to provide coaching, mentoring, and opportunities for our new teachers to observe more experienced teachers in action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level teams meet regularly in their professional learning communities (PLC's) to review student work samples, discuss and align curriculum to the state and district standards, evaluate where the students are performing and decide what their first-time best teaching and reteaching strategies should be. This time ensures that veteran and developing teachers are using the same evaluative procedures while assessing student work samples. This time is also utilized to analyze students data and make recommendations to our MTSS model for both academic and behavior support. PLC time is a sacred time for our teams to work collaboratively togther.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in the core four content areas: English Language Arts, Math, Social Science, and Science. Clovis Unified has adopted and approved a variety of materials that both align to the content standards, but that also meet the needs of our school sites and community. A full list of our adopted textbooks can be found on our school site's SARC found here:
https://www.cusd.com/sarc.aspx

In addition to the adopted textbooks and materials, CUSD utilizes Curriculum Design Teams (CDT) to produce additional materials that are standards aligned and support supplemental materials that have been purchased by school sites or the district.

Our English Learners (EL), Students with Disabilities (SWD), and students who move to an intervention program continue to receive core instruction while using the adopted instructional materials but are also provided with additional instruction using research-based materials that are aligned with the common core state standards, or in the case of our EL students aligned to the California ELD standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The administration and teachers have worked collaboratively to create a daily schedule that ensures our students receive the recommended instructional minutes in all content areas.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Long-term and short-term pacing guides are created by each grade-level team based on the district's assessment calendar. These pacing guides outline the lessons for major content areas on a weekly basis and are modified throughout the year based on student needs. Sites develop intervention schedules based on data collected and analyzed in PLC's to determine an intervention calendar to meet the needs of students in tier 2 and Tier 3.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Williams Act requires all schools to have adopted curriculum in the four core subject areas available to all students on a daily basis. This adopted curriculum is reviewed on a regular basis to ensure it is aligned to the stated standards and the district AIMS. In addition to having adopted curriculum in the four core subject areas (ELA, Math, Social Science, and Science), CUSD also has adopted ELD curriculum that is aligned to the State's ELD standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted and standards-aligned instructional materials are utilized in the classrooms.

For more specific curriculum information please visit our school site link at the following site: https://www.cusd.com/sarc.aspx

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers regularly monitor students progress through assessments, observation and by analyzing work samples. This information is used by teachers to prepare an individualized plan for all students achieving below grade level expectations which then aides in the placement of intervention or acceleration--based on student needs.

Students in need of additional intervention resulting from academic, emotional or behavioral difficulties may be referred to SST where their needs are assessed, and they are linked with necessary intervention. Students struggling with attendance concerns may be referred to SARB, one-to-one counseling and student support groups based on specific needs with the school psychologist. When necessary, students may be referred to Fresno County Mental Health Services.

CUSD also offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below proficiency and in need of credit for graduation.

Evidence-based educational practices to raise student achievement

Teachers and administration work together to continually provide first time best instruction and delivery. Training, collaboration, walk-throughs, and consistent feedback all provide research-based practices to raise student achievement. Professional learning communities (PLC's) review data, modify instruction, and provide intervention on a continuing basis so that students meet the standards.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our site offers a variety of school and community resources to assist and support our families including:

*Parent communication through weekly newsletters
*Updated School Website
*Social Media Posts
*Referrals to outside resources as needed and based on needs

Additionally, we hold regular parent events and meetings to keep our families informed. These include:
*IDAC
*SART
*ELAC
*SSC
*Back to school night
*Open House

Our site also offers social emotional supports in collaboration with our school psychologists and area transition teams in order to ensure students are available for learning. These supports include CSI groups, transition supports, All 4 Youth, CYS referrals, and small group interventions.
The district also provides parent opportunities through the district parent academies which are offered six times throughout the school year and cover a variety of topics that were requested by families from within the school district.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Members of the School Site Council (SSC) - composed of principal, certificated teachers, classified staff, and parents - work together to develop, review, and evaluate school improvement programs and school budgets. The SSC meets quarterly throughout the school year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds allow our site to provide supplemental services to enable under-performing students to meet grade-level standards. Our categorical funds are used for the following but is not limited to: bilingual instructional aides to support our ELD students, push-in teachers, supplemental instructional supplies, copies and equipment, technology equipment and supplies, and professional development for classroom teachers. Federal and state laws require the COE to monitor the implementation of categorical programs operated by local educational agencies (LEAs) or district. Districts are responsible for creating and maintaining programs that meet requirements.

Fiscal support (EPC)

In addition to categorical funds, our school receives funding through the Local Control Funding Formula (LCFF). The LCFF allows for sites to purchase additional items and provide additional supports for students with greater flexibility and allows us to address the priorities listed within our district Local Control Accountability Plan (LCAP) . LCFF funds will be used to help achieve the goals of the LEA and district while maintaining transparency and accountability in relation to how funds will be spent to provide high-quality and equitable educational programs for all students.

Additionally, our site receives monies through the district general fund. These funds are utilized to provide basic needs for students (ex. curriculum) and to purchase other items that support our district goal of supporting students in mind, body, and spirit.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Both our SSC and our ELAC play a critical role in the creation and revisions of our SPSA. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports, etc. At our most recent SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. The two committees then discussed next steps and needed changes as well as made recommendations to site administration for the new SPSA. The fourth quarter SSC meeting will be held on May 30, 2023.

The following recommendations were made:
Our school community indicated that there is a need for increased need for support in the following areas: social emotional support for deficits within the areas of interactions with peers, maladjustments to struggles/concerns and interventions for academic holes/gaps.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on a review of quantitative data along with parent feedback and educational partner input, we found a resource inequity exists with our program in the area of chronic absences and our student with disabilities and Black and African American subgroups. Our analysis illustrated for us that our parents, specifically from our students with disabilities and Black and African American students, need support around attendance including but not limited to: training on the importance of attending school, getting past barriers that are keeping their students home, help in getting their students to school on time. We will address this inequity through parent training, increased communication regarding attendance in a variety of languages, meetings, and through the support of our attendance liaison.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.33%	0.97%	3	2	6
African American	7.2%	6.38%	6.44%	43	39	40
Asian	8.8%	8.51%	11.59%	53	52	72
Filipino	3.2%	2.45%	2.25%	19	15	14
Hispanic/Latino	36.9%	39.28%	37.2%	222	240	231
Pacific Islander	%	%	0%		0	0
White	38.3%	38.46%	35.91%	230	235	223
Multiple/No Response	5.2%	4.58%	4.83%	31	28	30
			Total Enrollment	601	611	621

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	87	93	95
Grade 1	79	86	97
Grade 2	93	80	83
Grade3	76	88	81
Grade 4	98	76	94
Grade 5	93	89	80
Grade 6	75	99	91
Total Enrollment	601	611	621

Conclusions based on this data:

1. Liberty's enrollment is currently made up of over 57% by minority student groups.

2. The Hispanic/Latino population is the largest population of students at Liberty.

3. Total enrollment at Liberty has consistently maintained about the same over the past few years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	31	40	39	5.2%	6.5%	6.3%
Fluent English Proficient (FEP)	35	26	48	5.8%	4.3%	7.7%
Reclassified Fluent English Proficient (RFEP)	2			6.5%		

Conclusions based on this data:

1. The English Learner population has steadily increased over the past few years.

2. Fluent English Proficient students have decreased over the past few years at the time of initial assessement.

3. Reclassification students were on hold in the 21-22 school year due to Covid-19 hold.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	94		0	92		0	92		0.0	97.9	
Grade 4	98	73		0	71		0	71		0.0	97.3	
Grade 5	96	88		0	85		0	85		0.0	96.6	
Grade 6	77	103		0	100		0	100		0.0	97.1	
All Grades	346	358		0	348		0	348		0.0	97.2	

Overall Participation for All Students

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2529.			71.74			16.30			9.78			2.17	
Grade 4		2530.			52.11			25.35			7.04			15.49	
Grade 5		2550.			42.35			29.41			15.29			12.94	
Grade 6		2619.			50.00			34.00			14.00			2.00	
All Grades	N/A	N/A	N/A		54.31			26.44			11.78			7.47	

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.22			56.52			3.26	
Grade 4		36.62			59.15			4.23	
Grade 5		35.29			52.94			11.76	
Grade 6		44.00			52.00			4.00	
All Grades		39.37			54.89			5.75	

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		61.96			34.78			3.26	
Grade 4		36.62			52.11			11.27	
Grade 5		41.18			45.88			12.94	
Grade 6		46.00			49.00			5.00	
All Grades		47.13			45.11			7.76	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		31.52			66.30			2.17	
Grade 4		33.80			61.97			4.23	
Grade 5		15.29			78.82			5.88	
Grade 6		34.00			63.00			3.00	
All Grades		28.74			67.53			3.74	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		55.43			42.39			2.17	
Grade 4		26.76			63.38			9.86	
Grade 5		22.35			67.06			10.59	
Grade 6		41.00			57.00			2.00	
All Grades		37.36			56.90			5.75	

Conclusions based on this data:

1. In 2021-22, 81% of Liberty students exceeded or met state standards.

2. In 2021-22, approximately 97% of enrolled students were assessed in ELA.

3. Thee are no scores present for 2020-2021 due to Covid-19 freeze in state testing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	94		0	92		0	92		0.0	97.9	
Grade 4	98	73		0	71		0	71		0.0	97.3	
Grade 5	96	88		0	86		0	86		0.0	97.7	
Grade 6	77	103		0	100		0	100		0.0	97.1	
All Grades	346	358		0	349		0	349		0.0	97.5	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2490.			46.74			29.35			17.39			6.52	
Grade 4		2526.			42.25			25.35			30.99			1.41	
Grade 5		2548.			36.05			25.58			25.58			12.79	
Grade 6		2608.			51.00			25.00			19.00			5.00	
All Grades	N/A	N/A	N/A		44.41			26.36			22.64			6.59	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		53.26			40.22			6.52	
Grade 4		45.07			45.07			9.86	
Grade 5		37.21			50.00			12.79	
Grade 6		52.00			40.00			8.00	
All Grades		47.28			43.55			9.17	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		42.39			51.09			6.52	
Grade 4		30.99			57.75			11.27	
Grade 5		26.74			54.65			18.60	
Grade 6		35.00			54.00			11.00	
All Grades		34.10			54.15			11.75	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		53.26			42.39			4.35	
Grade 4		38.03			57.75			4.23	
Grade 5		29.07			55.81			15.12	
Grade 6		41.00			53.00			6.00	
All Grades		40.69			51.86			7.45	

Conclusions based on this data:

1. In 2021-22, 70.77% of Liberty students exceeded or met standards in Mathematics state assessments.

2. In 2021-22, Liberty tested approximately 97.5% of the students.

3. Data is not present in 2020-2021 due to state testing suspension due to Covid-19.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	*	1433.6	*	1432.4	*	1436.3	*	14
Grade 1	*	*	*	*	*	*	4	*
Grade 2	*	*	*	*	*	*	7	9
Grade 3	*	*	*	*	*	*	8	8
Grade 4	*	*	*	*	*	*	5	8
Grade 5	*	*	*	*	*	*	5	*
Grade 6	*	*	*	*	*	*	4	*
All Grades							34	47

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	21.43	*	14.29	*	57.14	*	7.14	*	14
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	32.35	27.66	55.88	38.30	8.82	25.53	2.94	8.51	34	47

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	14.29	*	0.00	*	71.43	*	14.29	*	14
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	58.82	48.94	29.41	17.02	2.94	27.66	8.82	6.38	34	47

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	14.29	*	28.57	*	50.00	*	7.14	*	14
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	29.41	14.89	29.41	31.91	35.29	46.81	5.88	6.38	34	47

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	14.29	*	71.43	*	14.29	*	14
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	47.06	31.91	50.00	55.32	2.94	12.77	34	47

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	20-21	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
K	*	7.14	*	64.29	*	28.57	*	14
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	64.71	55.32	29.41	34.04	5.88	10.64	34	47

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	20-21	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
K	*	14.29	*	71.43	*	14.29	*	14
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	32.26	12.77	48.39	72.34	19.35	14.89	31	47

Grade Level	Well Developed 20-21	Well Developed 21-22	Somewhat/Moderately 20-21	Somewhat/Moderately 21-22	Beginning 20-21	Beginning 21-22	Total Number of Students 20-21	Total Number of Students 21-22
Writing Domain *Percentage of Students by Domain Performance Level for All Students*								
K	*	42.86	*	42.86	*	14.29	*	14
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	32.35	27.66	58.82	61.70	8.82	10.64	34	47

Conclusions based on this data:

1. In 2021-2022, Liberty tested 13 more students than the previous year on the ELPAC assessment.

2. In 2021-22, there was a significant drop in students who scored overall at a level 3 or 4.

3. In grades one through six, there were less than 10 kids tested in these grade levels.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
611	**40.4**	**6.5**	**0.2**
Total Number of Students enrolled in Liberty Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	40	6.5
Foster Youth	1	0.2
Homeless	2	0.3
Socioeconomically Disadvantaged	247	40.4
Students with Disabilities	52	8.5

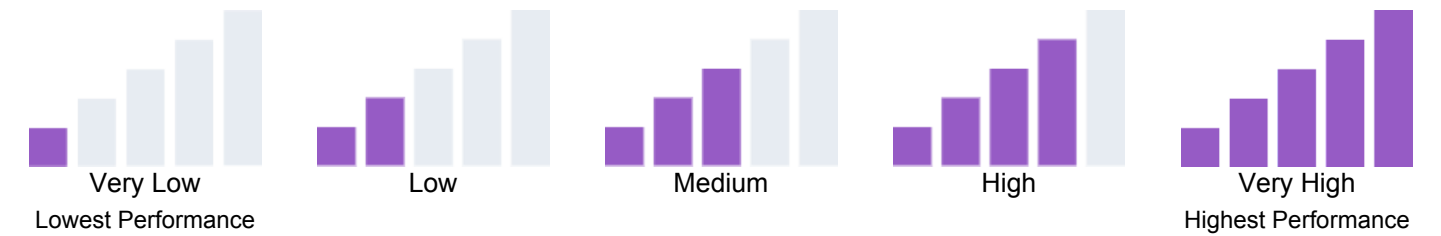| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	39	6.4
American Indian	2	0.3
Asian	52	8.5
Filipino	15	2.5
Hispanic	240	39.3
Two or More Races	28	4.6
Pacific Islander		
White	235	38.5

Conclusions based on this data:

1. Our SED population is around 40%

2. Our largest subgroups are our Hispanic and White subgroups

3. We have an average % of SWD at our site
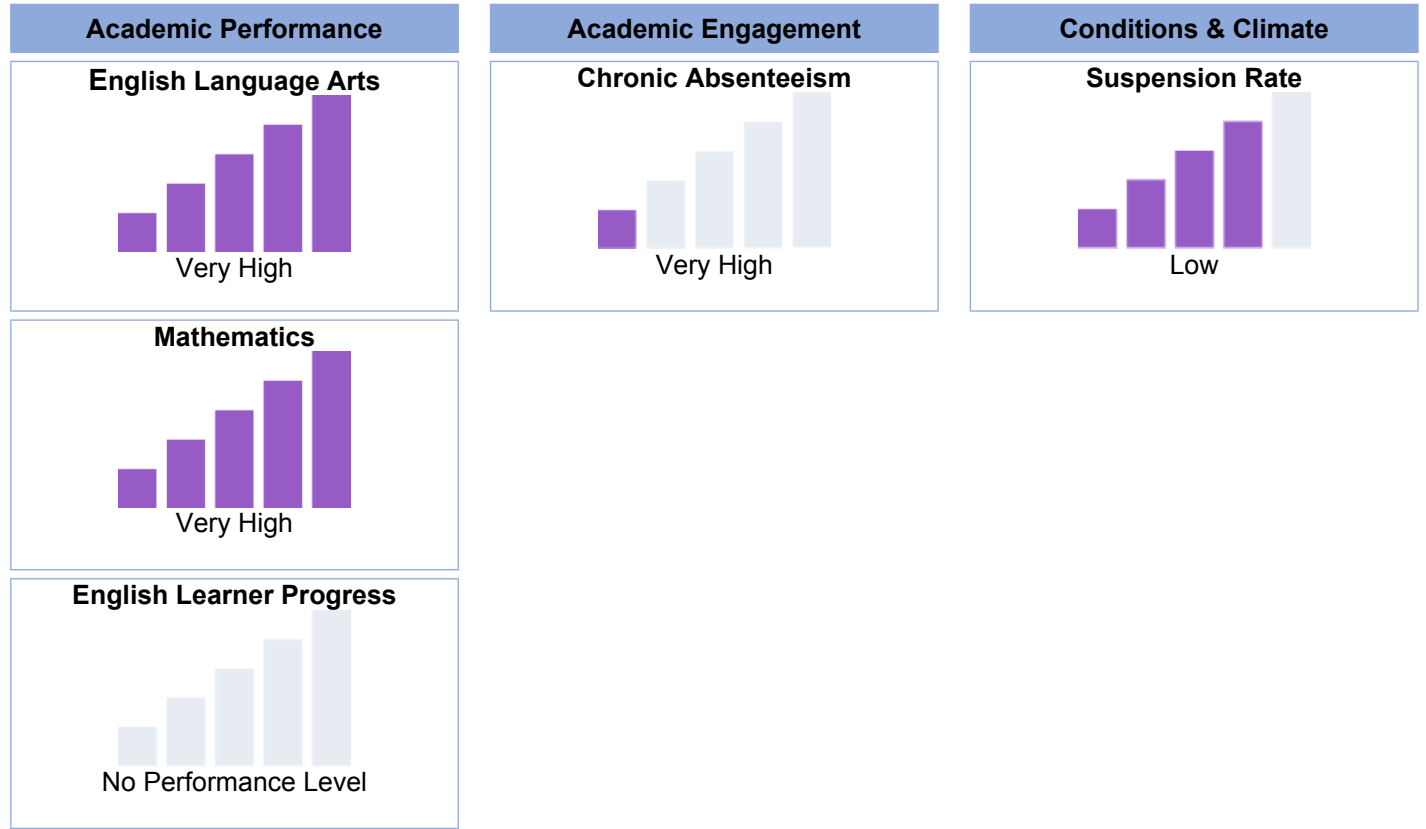
School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very High	**Chronic Absenteeism** Very High	**Suspension Rate** Low
Mathematics Very High		
English Learner Progress No Performance Level		

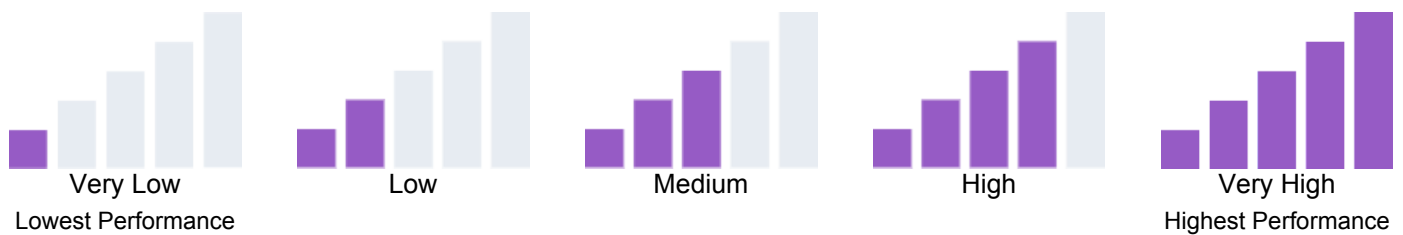**Conclusions based on this data:**

1. Both our math and ELA status indicators are very high

2. Our chronic absentee rates received a very high indicator. This is probably due to COVID quarantines last year

3. Our suspension status is low

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
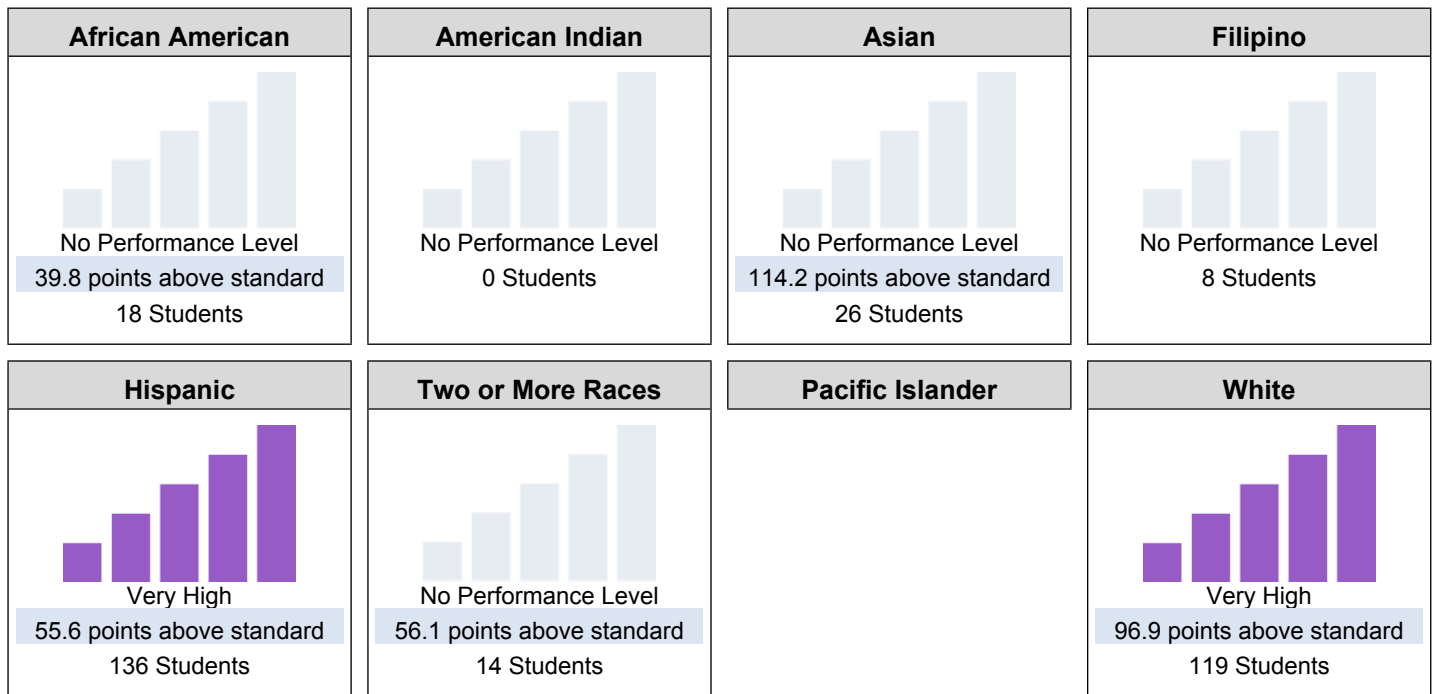
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	4

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	
75.6 points above standard	68.7 points above standard	
321 Students	35 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	No Performance Level
1 Student	50.4 points above standard	56.2 points below standard
	130 Students	29 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
39.8 points above standard	0 Students	114.2 points above standard	8 Students
18 Students		26 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level		Very High
55.6 points above standard	56.1 points above standard		96.9 points above standard
136 Students	14 Students		119 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

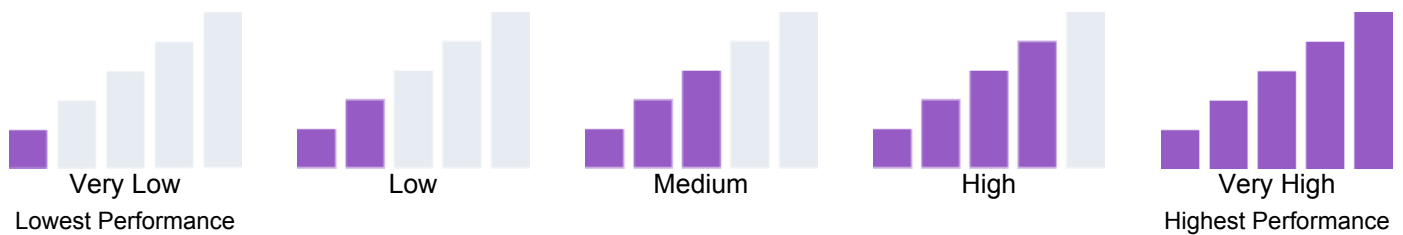| Current English Learner	Reclassified English Learners	English Only
2.2 points above standard	124.7 points above standard	76.6 points above standard
16 Students	19 Students	281 Students

Conclusions based on this data:

1. Our overall ELA was very high with all of our major subgroups falling in the very high indicator.

2. When looking at the English Learner comparison information, it is interesting to see that our reclassified EL students outperformed our English-only students.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
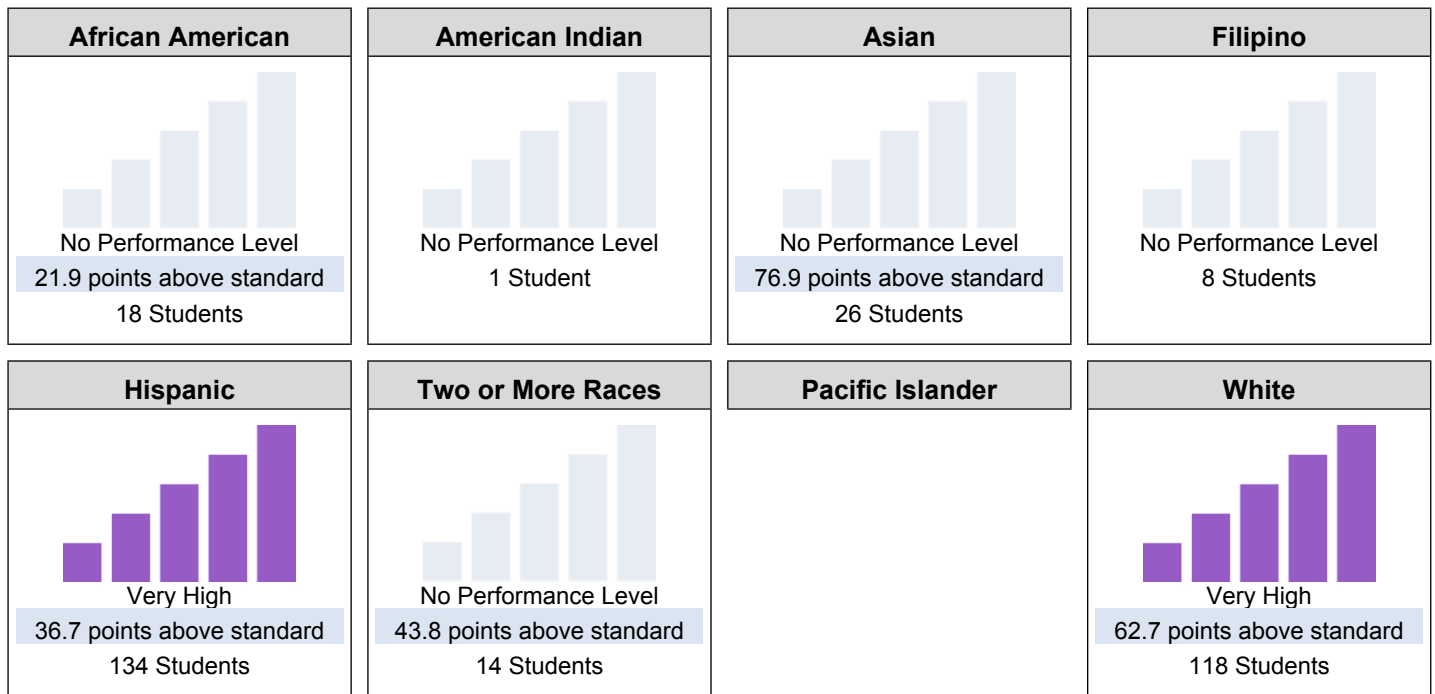

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	1	3

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High 49.0 points above standard 319 Students	Very High 43.7 points above standard 35 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 1 Student	High 28.2 points above standard 129 Students	No Performance Level 71.2 points below standard 29 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level
21.9 points above standard
18 Students

American Indian

No Performance Level
1 Student

Asian

No Performance Level
76.9 points above standard
26 Students

Filipino

No Performance Level
8 Students

Hispanic

Very High
36.7 points above standard
134 Students

Two or More Races

No Performance Level
43.8 points above standard
14 Students

Pacific Islander

White

Very High
62.7 points above standard
118 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

6.4 points above standard
16 Students

Reclassified English Learners

75.2 points above standard
19 Students

English Only

49.5 points above standard
279 Students

Conclusions based on this data:

1. Our overall math status indicator is very high with majority of subgroups also receiving that indicator

2. Our SED population received a high indicator and are performing lower than our other subgroups

3. Similar to our ELA data, our reclassified EL students scored 75.2 points above standard whereas our English only students only scored 49.5 points above standard

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
53.6 making progress towards English language proficiency
Number of EL Students: 28 Students
Performance Level: No Performance Level
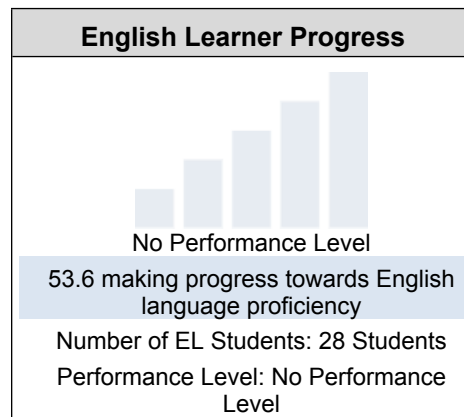
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

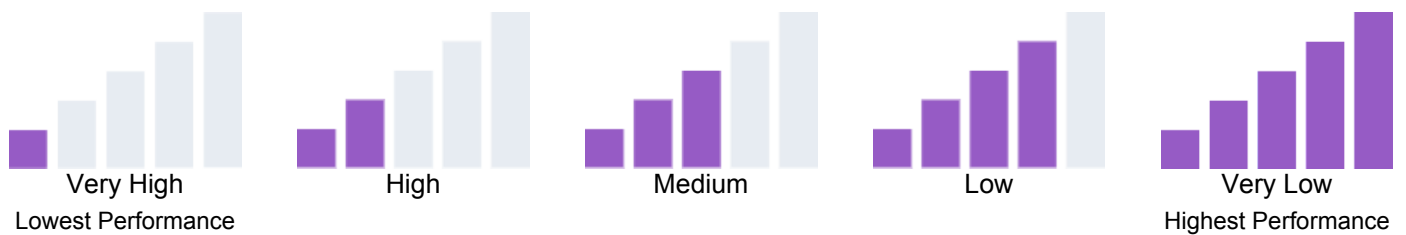| 2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.7%	35.7%	0.0%	53.6%

Conclusions based on this data:

1. Due to having less than 30 EL students, we did not receive a status indicator in this area.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
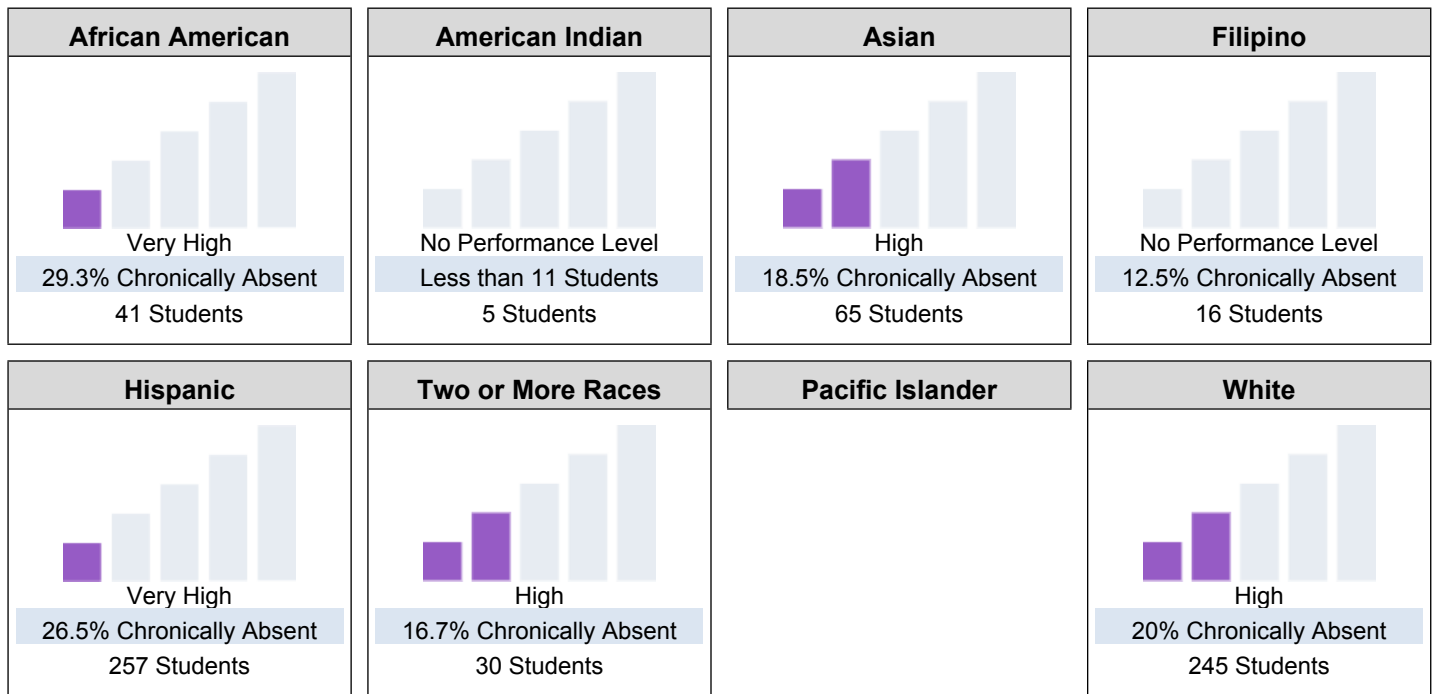
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
5	3	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
22.6% Chronically Absent	25.9% Chronically Absent	Less than 11 Students
659 Students	54 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	31.8% Chronically Absent	47% Chronically Absent
2 Students	277 Students	66 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High	No Performance Level	High	No Performance Level
29.3% Chronically Absent	Less than 11 Students	18.5% Chronically Absent	12.5% Chronically Absent
41 Students	5 Students	65 Students	16 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	High		High
26.5% Chronically Absent	16.7% Chronically Absent		20% Chronically Absent
257 Students	30 Students		245 Students

Conclusions based on this data:

1. Our chronic absentee rates received a very high status indicator

2. Our Filipino, Two or more races, and White subgroups had the least amount of students who were considered chronically absent

3. Our SWD had the most chronically absent students

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
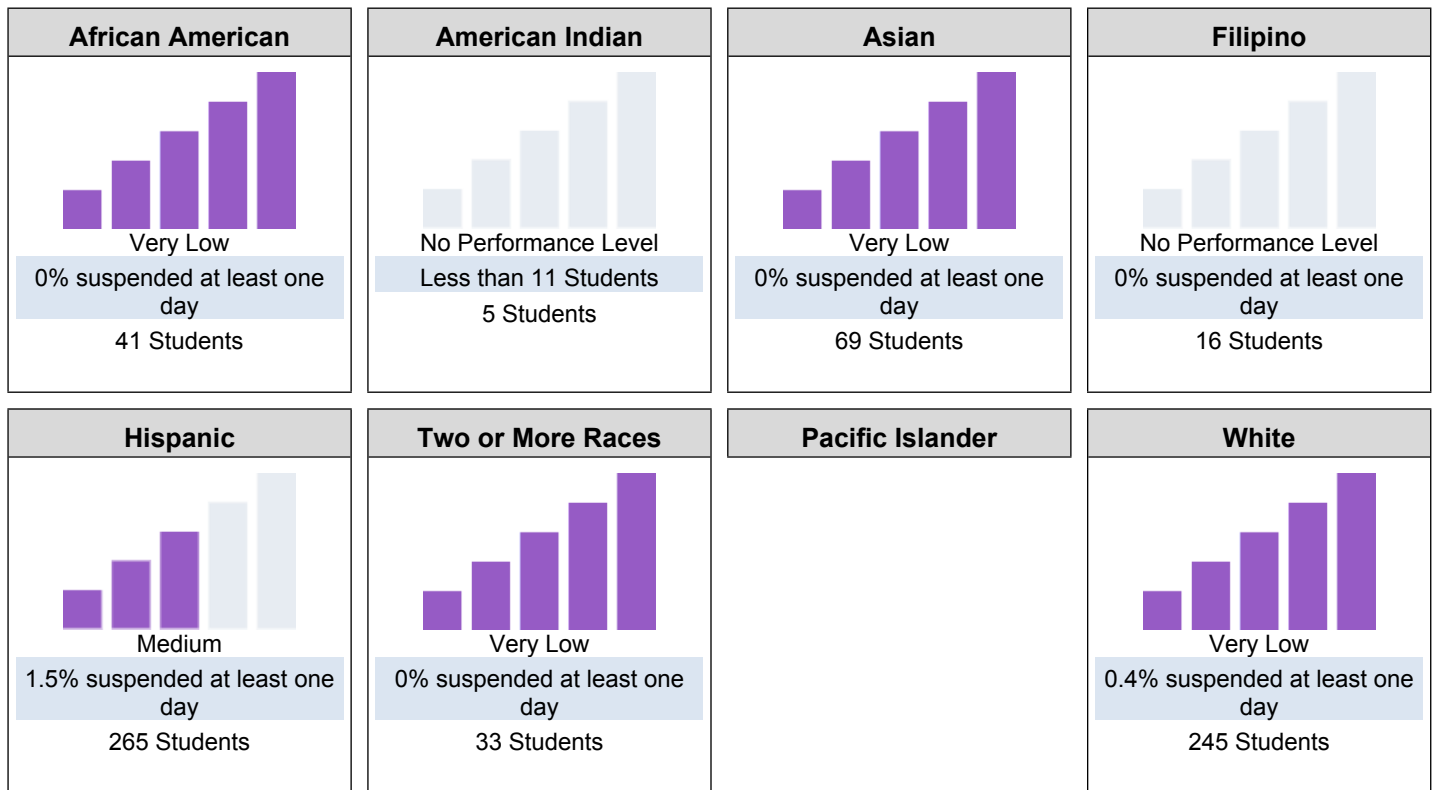

Very High	High	Medium	Low	Very High

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	3	0	5

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Very Low	No Performance Level
0.7% suspended at least one day	0% suspended at least one day	Less than 11 Students
674 Students	56 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Medium	Medium
Less than 11 Students	1.1% suspended at least one day	1.4% suspended at least one day
2 Students	285 Students	70 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

Very Low

0% suspended at least one day

41 Students

American Indian

No Performance Level

Less than 11 Students

5 Students

Asian

Very Low

0% suspended at least one day

69 Students

Filipino

No Performance Level

0% suspended at least one day

16 Students

Hispanic

Medium

1.5% suspended at least one day

265 Students

Two or More Races

Very Low

0% suspended at least one day

33 Students

Pacific Islander

White

Very Low

0.4% suspended at least one day

245 Students

Conclusions based on this data:

1. Our overall suspension rates received a low indicator

2. Five our subgroups received very low indicators with four of those five having 0 suspensions

3. Our Hispanic subgroup had the most suspensions

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

ELA

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 1

It is the goal of Liberty Elementary School to meet or exceed overall scores in all significant subgroups to attain the achievement level of L3 or L4 in English Language Arts for the 2022-2023 school year by a growth of 5% to a 83%.

Identified Need

To continue to focus on significant subgroups (English Learners, Students with Disabilities and Socioeconomic Disadvantaged) to move them toward our 2022-2023 goal as measured by district assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady K-2nd	78% at or above grade level	83% of our K-2nd at or above grade level
SBAC 3rd-6th	78% at or above grade level	83% of our 3rd-6th at or above grade level

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Student Groups

Strategy/Activity

*Hire support staff to provide differentiated instruction to reach all student groups
*Teachers administer all district assessments
*Teachers in grades 3rd-6th administer SBAC IAB assessments throughout the year for monitoring
*Teachers build rosters of students who qualify for additional support
*Student progress monitored quarterly by analyzing assessments and progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11593.73	LCAP Intervention 1000-1999: Certificated Personnel Salaries Intervention / Combo Support
4407.20	Title III English Learner 2000-2999: Classified Personnel Salaries English Learner Support Aide
29960.00	LCAP Supplemental 2000-2999: Classified Personnel Salaries Intervention for Classified Aides

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The following supports are strategies/activities that took place to achieve the ELA goal:
*Combo Support Providers
*Push-In Intervention (various grades)
*EL Support
*Lunch-Time Learning
*Professional Development Opportunities

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The budget allocated for the supports stated in the strategies and activities were effective and completely utilized for this goal. All budgets were used towards personnel to support the academics needs of students through interventions.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Liberty will continue to allocate budgets to utilize personnel to support the academic needs of all students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Math

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 2

It is the goal of Liberty School to meet or exceed overall scores in all significant subgroups to attain the achievement level of L3 or L4 in Math for the 2022-2023 school year by a growth of 5% to a 74%.

Identified Need

To continue to focus on significant subgroups (English Learners, Students with Disabilities and Socioeconomic Disadvantaged) to move them toward our 2022-2023 goal as measured by district assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady K-2nd	69% at or above grade level	74% at or above grade level
SBAC 3rd-6th	69% at or above grade level	74% at or above grade level

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

*Hire support staff to provide differentiated instruction to reach all student groups
*Teachers administer all district assessments
*Teachers in grades 3rd-6th administer SBAC IAB assessments throughout the year for monitoring
*Teachers build rosters of students who qualify for additional support
*Student progress monitored quarterly by analyzing assessments and progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The following supports are strategies/activities that take place to achieve the Math goal:
*Combo Support Providers
*Push-In Intervention (various grades)
*EL Support
*Lunch-Time Learning
*Professional Development Opportunities

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The budget allocated for the supports stated in the strategies and activities were effective and completely utilized for this goal. All budgets were used towards personnel to support the math academics needs of students through interventions.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Liberty will continue to allocate budgets to utilize personnel to support the academic needs of all students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit
by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 3

To increase the attendance rate by 2% of our students with disabilities and our Black and African American subgroups.

Identified Need

Attendance improvement is important for students to be in school for consistency of lessons in the classroom and to be connected to the school community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Liberty Monthly Attendance Reports	92% attendance rate	94% attendance rate

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

*Parent/Guardian Timely Attendance Communication
*Parent support for any interventions that are needed for student behaviors that cause for student absences/truancies
*Supporting parents in good study habits like pre-covid years
*Follow up district interventions, as needed

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal with baseline data only. The goal will be implemented in the 23-24 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$4,407.20
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$45,960.93

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCAP Intervention	$11,593.73
LCAP Supplemental	$29,960.00
Title III English Learner	$4,407.20

Subtotal of state or local funds included for this school: $45,960.93

Total of federal, state, and/or local funds for this school: $45,960.93

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	$29,960.00	0.00
LCAP Intervention	$11,593.73	0.00
Title III English Learner	$4,407.20	0.00

Expenditures by Funding Source

Funding Source	Amount
LCAP Intervention	11,593.73
LCAP Supplemental	29,960.00
Title III English Learner	4,407.20

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,593.73
2000-2999: Classified Personnel Salaries	34,367.20

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCAP Intervention	11,593.73
2000-2999: Classified Personnel Salaries	LCAP Supplemental	29,960.00
2000-2999: Classified Personnel Salaries	Title III English Learner	4,407.20

Expenditures by Goal

Goal Number	Total Expenditures

| Goal 1 | 45,960.93 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
George Petersen	Principal
Tiffany Aoki-Chance	Other School Staff
Melissa Campama	Classroom Teacher
Jamie Spolini	Classroom Teacher
Christina Rowland	Classroom Teacher
Melissa Perez	Parent or Community Member
Janene Patterson	Parent or Community Member
Catrina Jones	Parent or Community Member
Crystal Flores	Parent or Community Member
Chelsea McCue	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
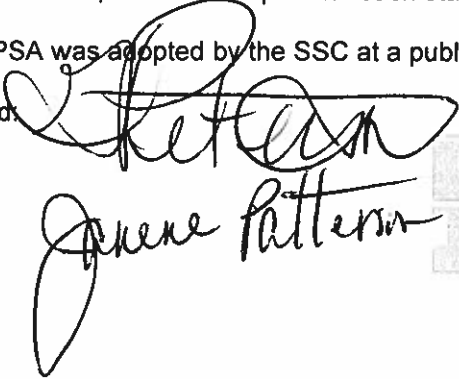
Signature	**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/1/23.

Attested:

[signature]	Principal, George Petersen on 6/1/23
[signature]	SSC Chairperson, Janene Patterson on 6/1/23