

# School Plan for Student Achievement Freedom Elementary



7/1/24-6/30/25

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Our parent involvement policy  
can be found here: [Click Here](#)

School Year:

2024-25



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Freedom Elementary School	10621176120091	May 14, 2024	June 12, 2024

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# District Goals and Plan Overview

The purpose of the School Plan for Student Achievement (SPSA) 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.

Our district AIMS as well as our district's CLASSI goals are woven throughout our plan to meet the high expectations our district holds for our school sites, staff, students, and community.

District AIMS:

AIM I: Maximize Achievement for ALL Students

AIM II: Operate with Increasing Efficiency and Effectiveness

AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce

## Plan Description

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

Within our SPSA we have created a plan that focuses on maximizing achievement for all students and operate with increasing efficiency and effectiveness. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our academic areas of Math and ELA as well as reducing chronic absenteeism and suspension rates for all students with a specific focus on the following subgroups: English Learners.

## Educational Partner Involvement

How, when, and with whom did Freedom Elementary 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

Our educational partners, including but not limited to our SSC, ELAC, and staff, play a huge role in the creation, monitoring, and revisions of our School Plan for Student Achievement. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports for students and families, and more. 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. Our committees then discussed possible next steps and needed changes as well as made recommendations to site administration for our SPSA.

The following recommendations were made to continue to provide more interventions and increase overall communication with a focus on attendance.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Freedom has no overall indicators in red.

\*Overall Orange Indicators include: Suspension rates

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The following subgroups have two or more indicators below the all student performance level in the following areas:

\*English Learners in absences and ELA

Additionally, the following indicators are red on our dashboard for the following subgroups:

\*Chronic Absenteeism among English Learners

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Local indicators and educational partner feedback also indicate that we have needs in the following areas:

\*growth on local assessments in ELA and Math

\*Reduce suspension rates

\*Reduce chronic absenteeism

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

<b>School Site Goals aligned with LCAP Goals</b>			
<b>AIM I: Maximize Achievement for ALL Students</b> <b>AIM II: Operate with Increasing Efficiency and Effectiveness</b> <b>AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce</b>			
<b>ELA Overall Met / Exceeded</b>		<b>Math Overall Met / Exceeded</b>	
<b>2022-2023</b>	13.4 points above standard	<b>2022-2023</b>	3.4 points below standard
<b>2021-2022</b>	12.7 points above standard	<b>2021-2022</b>	1.9 points above standard
<b>2018-2019</b>	39.9 points above standard	<b>2018-2019</b>	29 points above standard
<b>Subgroup DATA 2022-2023</b>		<b>Subgroup DATA 2022-2023</b>	
<b>SWD</b>	55 points below standard	<b>SWD</b>	66.8 points below standard
<b>EL</b>	32.9 points below standard	<b>EL</b>	57 points below standard
<b>SED</b>	9.7 points below standard	<b>SED</b>	25.3 points below standard
<b>Hispanic</b>	8.1 points below standard	<b>Hispanic</b>	34.7 points below standard
<b>Asian</b>	24.1 points above standard	<b>Asian</b>	16.6 points above standard
<b>AA</b>		<b>AA</b>	
<b>Two or More Races</b>	16.7 points above standard	<b>Two or More Races</b>	23.5 points above standard

<b>Annual Review</b>
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
Professional development was provided through district trainings and staff meetings. While extended learning opportunities were made available for at risk students, due to the lack of sub coverage intervention strategies were minimal until the spring.
<b>Identified Need(s)</b>
As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.
Based on our data analysis and needs assessment, we need to: *Increase academic supports in language acquisition for our English Language Learners and Socioeconomically Disadvantaged students *Increase academic supports in math with special consideration for our SWD, EL, and Hispanic subgroups

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
<p>Increase academic achievement in ELA and Math state and local assessment scores by 5%. In grades K-2, 85% of students will meet their expected growth measured by local assessments.</p>	<p>Provide Professional Development around First time best instruction.</p> <p>Strategies may include but are not limited to:            *PD/conferences            *Sub release time for teachers/staff to attend PD            *PD materials</p>	<p>1. Attendance at PD            2. Student work samples will be collected quarterly to illustrate strategies learned in PD</p> <p>Growth Data in the following areas:            1. Evidence of implementation of WICOR strategies across content areas            2. CFA assessment results including diagnostics            3. State and Local EOY assessment results            4. Growth on the ELPI indicator</p>	<p>1. 80% of teachers attended PD in the past            2. 0% of student work samples have been used prior to this goal</p> <p>1. 20% of teachers using across content areas            2. Grades 3-6 Math iReady- 55%            ELA iReady- 63%            Grades K-2 Math iReady 55%            ELA iReady 56%</p> <p>3. Grades 3-6 SBAC            Math - 51%            ELA - 57%</p> <p>4. ELPI-41.4%</p>	<p>1. 100% of teachers trained            2. 2 student work samples per teacher will be submitted quarterly</p> <p>1. 100% of teachers using across content areas            2. Grades 3-6 Math iReady- 60%            ELA iReady- 67%            Grades K-2 Math iReady - 60%            ELA iReady 61%</p> <p>3. Grades 3-6 SBAC            Math - 55%            ELA - 60%</p>

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	<p>Develop and continue to refine effective MTSS systems that are research-based and target all levels of instruction for ALL students.</p> <p>Strategies may include but are not limited to:</p> <ul style="list-style-type: none"> <li>*Intervention staffing</li> <li>*supplemental materials for intervention</li> <li>*technology and/or technology resources</li> </ul>	<ol style="list-style-type: none"> <li>1. Pre and post assessment data from intervention</li> <li>2. Attendance at intervention</li> <li>3. iReady Diagnostics in reading and math</li> </ol>	<p>Baseline data in all 3 areas will be collected in the fall for each individual student</p>	<p>2.5 % increase in overall and in subgroup data</p> <p>4. ELPI -50% making progress</p> <ol style="list-style-type: none"> <li>1. Increase between pre and post assessment data</li> <li>2. Students will attend at least 80% of the intervention days</li> <li>3.iready diagnostic data will increase throughout the year in the area that intervention was provided</li> </ol>
<p>Increase reclassification rates of EL students</p>	<p>G2 A1: Increase intervention support for our English Learners</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>*A BIA</li> <li>*supplemental materials</li> </ul>	<p>Hours of intervention provided</p>	<p>Current intervention time is 2 hours per week</p>	<p>Increase intervention time to 4 hours per week</p>



Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	<p>*online resources</p> <hr/> <p>G2 A2: Provide professional Development around English Learner supports</p> <p>Strategies may include but are not limited to:            *PD/conferences            *Sub release time for teachers/staff to attend PD            *PD materials</p>	<p>1. Attendance at PD</p> <p>2. ELPI results before and after PD</p>	<p>1. 2 teachers have attended EL PD in the last year</p> <p>2. ELPI-41.4%</p>	<p>1. At least 10 teachers trained in ELD strategies</p> <p>2. ELPI increase to 50%</p>

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Additionally, our SED, EL, and FY students may receive transitions supports to help with organization and goal setting.	The second section of this goal is also dedicated to supporting English Learner academic development

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>Provide Professional Development around First time best instruction.</p> <p>Strategies may include but are not limited to:            *PD/conferences            *Sub release time for teachers/staff to attend PD            *PD materials</p>	*All Students	<p>5,000.00 LCAP Supplemental</p> <p>18,846.09 LCAP Supplemental</p> <p>6,206.34 LCAP Supplemental</p>

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>Develop and continue to refine effective MTSS systems that are research-based and target all levels of instruction for ALL students.</p> <p>Strategies may include but are not limited to:</p> <ul style="list-style-type: none"> <li>*Intervention staffing</li> <li>*supplemental materials for intervention</li> <li>*technology and/or technology resources</li> </ul>	<ul style="list-style-type: none"> <li>*All Students</li> <li>*EL students</li> <li>*SWD</li> </ul>	<p>12,212.21 LCAP Intervention</p>
<p>G2 A1: Increase intervention support for our English Learners</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>*A BIA</li> <li>*supplemental materials</li> <li>*online resources</li> </ul>	<ul style="list-style-type: none"> <li>*EL students</li> </ul>	<p>4242.68 Title III English Learner</p>
<p>G2 A2: Provide professional Development around English Learner supports</p> <p>Strategies may include but are not limited to:</p> <ul style="list-style-type: none"> <li>*PD/conferences</li> <li>*Sub release time for teachers/staff to attend PD</li> <li>*PD materials</li> </ul>	<ul style="list-style-type: none"> <li>*EL students, but will impact all students</li> </ul>	<p>District Funded</p>

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

<b>School Site Goals aligned with LCAP Goals</b>			
<b>AIM I: Maximize Achievement for ALL Students</b> <b>AIM II: Operate with Increasing Efficiency and Effectiveness</b> <b>AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce</b>			
<b>Chronic Absenteeism DATA</b>		<b>Suspension DATA</b>	
<b>2022-2023</b>	18.2% Chronically Absent	<b>2022-2023</b>	3% suspended at least one day
<b>2021-2022</b>	26.4% Chronically Absent	<b>2021-2022</b>	1.7% suspended at least one day
<b>2018-2019</b>	7.6	<b>2018-2019</b>	2.8
<b>Subgroup DATA 2022-2023</b>		<b>Subgroup DATA 2022-2023</b>	
<b>SWD</b>	29.4% Chronically Absent	<b>SWD</b>	4.7% suspended at least one day
<b>EL</b>	20.8% Chronically Absent	<b>EL</b>	2.1% suspended at least one day
<b>SED</b>	25.7% Chronically Absent	<b>SED</b>	4.2% suspended at least one day
<b>Hispanic</b>	27.6% Chronically Absent	<b>Hispanic</b>	4.3% suspended at least one day
<b>Asian</b>	12% Chronically Absent	<b>Asian</b>	1.3% suspended at least one day
<b>AA</b>	13.6% Chronically Absent	<b>AA</b>	9.1% suspended at least one day
<b>Two or More Races</b>	13.9% Chronically Absent	<b>Two or More Races</b>	0% suspended at least one day

<b>Annual Review</b>
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
This is a new goal for Freedom, so there is not an analysis available.
<b>Identified Need(s)</b>
As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.
Refining our data tracking and increase academic intervention supports

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
Freedom will improve our chronic absenteeism rate from 18.2% to 12%.	Attendace letters in home language for our EL students as applicable  Increase communcation regarding attendance	ADA Reports	18.2%	12%

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Our transitions team will help support decreasing chronic absences within our EL, SED, and FY subgroups	Our EL students, who are our lowest subgroup, will receive additional communications in their home languages

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
Attendace letters in home language for our EL students as applicable  Increase communcation regarding attendance	All students  EL	

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$4,242.68
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$46,507.32
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	\$30,052.43	0.00
Title III English Learner	\$4,242.68	0.00
LCAP Intervention	\$12,212.21	0.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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	\$12,212.21
LCAP Supplemental	\$30,052.43
Title III English Learner	\$4,242.68

Subtotal of state or local funds included for this school: \$46,507.32

Total of federal, state, and/or local funds for this school: \$46,507.32

# 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:

Name of Members	Role
Laurel Graves	Principal
Taylor Greenberg	Teacher
Nina Gaeta	Teacher
Saed Araim	Teacher
Lauren Novielli	Other Staff Member
Stacy Kraus	Parent Member
Zach Spiering	Parent Member
James Turner	Parent Member
Cori Murphy	Parent Member or Secondary Student
Jennifer Hales	Parent Member or Secondary Student

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: SSC and ELAC (if applicable)

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 5/14/24.

Attested:



Principal, Laurel Graves on 5/14/24



SSC Chairperson, Jennifer Hales on 5/14/24