School Plan for Student Achievement
Liberty Elementary

7/1/24-6/30/25

Contact:
GEORGE PETERSEN, Principal
(559) 327-7100
georgepetersen@cusd.com

Our parent involvement policy
can be found by clicking 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
Liberty Elementary School	10-62117-6109920	5/28/2024	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 three main focus areas--ELA, Math, and attendance. The plan is designed to illustrate how we plan to support students throughout the school year as we work toward closing the achievement gap for all students, but with an emphasis on the following subgroups: English learners, students with disabilities, and African American students.

Educational Partner Involvement

How, when, and with whom did Liberty 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: 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 and concerns and interventions for academic holes or gaps.

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.

*Liberty has no overall indicators in red.

*Overall Orange Indicators include: Suspension Rate.

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.

Liberty has no student groups with two or more indicators below the all student indicator.

Additionally, the following indicators are red on our dashboard for the following subgroups:
*Chronic Absenteeism with 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:

iReady Reading data from the mid-year diagnostic shows that 14% of first through fifth graders are 2 or 3 grade levels below. The iReady Math scores for first through fifth graders shows 13% are 2 or 3 grade levels below.

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

School Site Goals aligned with LCAP Goals			
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			
ELA Overall Met / Exceeded		**Math Overall Met / Exceeded**	
2022-2023	82.9 points above standard	**2022-2023**	58.1 points above standard
2021-2022	75.6 points above standard	**2021-2022**	49.0 points above standard
2018-2019	83 points above standard	**2018-2019**	61.3 points above standard
Subgroup DATA 2022-2023		**Subgroup DATA 2022-2023**	
SWD	64.3 points below standard	**SWD**	90 points below standard
EL	61.2 points above standard	**EL**	45.1 points above standard
SED	53.8 points above standard	**SED**	37.3 points above standard
Hispanic	63.4 points above standard	**Hispanic**	40.8 points above standard
Asian	101.7 points above standard	**Asian**	87.7 points above standard
AA	85 points above standard	**AA**	46 points above standard
Two or More Races	82.9 points above standard	**Two or More Races**	50.7 points above standard

Annual Review Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
The following supports are strategies/activities that took place to achieve the ELA goal: *Combo Support Providers *Push-In Intervention (grades K-6) *EL Support *Lunch-Time Learning *Professional Development Opportunities
Identified Need(s)

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: *Continue intervention for Reading and Writing for grades K-6 for all subgroups. *Continue academic supports in language acquisition for our English Language Learners with bilingual aid. *Continue academic supports in math for all students in grades K-6.

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
Increase academic achievement in ELA by 2% and Math state and local assessment scores by 5%	G1 A1: Professional Development • Subs for teacher release. • Use PLC to do cross-curricular discussions to build bridges between grade levels. • Use PLC time to discuss data from diagnostics and articulate areas of strength and weakness.	1. Evidence of collaborative stategies across content areas. 2. FIAB and IAB analysis for both ELA and Math. 3. iReady Reading and iReady Math diagnostic growth. 4. Exit tickets in Math.	1. CAASPP ELA: 82.9% on grade level or above. 2. CAASPP Math: 58.1% on grade level or above. 3. Math iReady-ELA iReady- 4. ELPI-57.1%	1. Increase to 84.9% 2. Increase to 63.1% 3. Increase by: Math iready-ELA iready- 3.5 % increase in overall and in subgroup data 4. ELPI -60% making progress
	G1 A2: Intervention Support • Regular support to all EL students. • Progress information given to parents. • Support and assistance to all EL families. • Intervention staffing. • Intervention supplies.	1. Pre and post assessment data. 2. Attendance at EL intervention. 3. LCAP surveys.	Baseline data for each EL student at the beginning of the year and mid year. ELPAC testing for the end of year.	1. Increase between pre and post assessment data 2. Students will attend at least 80% of the intervention days

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

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Additional supports will be provided for our EL and SWD populations as indicated in the actions above.	Our EL subgroup which was our lowest performing subgroup on the dashboard, will receive additional academic support via a BIA. Translation services will be provided as needed.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
G1 A1: Professional Development • Subs for teacher release. • Use PLC to do cross-curricular discussions to build bridges between grade levels. • Use PLC time to discuss data from diagnostics and articulate areas of strength and weakness.	*All Students	1,000.00 LCAP Supplemental
G1 A2: Intervention Support • Regular support to all EL students. • Progress information given to parents. • Support and assistance to all EL families. • Intervention staffing. • Intervention supplies.	*All Students *EL students	12212.21 LCAP Intervention 4242.68 Title III English Learner 25392.91 LCAP Supplemental

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

School Site Goals aligned with LCAP Goals			
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			
Chronic Absenteeism DATA		Suspension DATA	
2022-2023	19.9% Chronically Absent	**2022-2023**	1.5% suspended at least one day
2021-2022	22.6% Chronically Absent	**2021-2022**	0.7% suspended at least one day
2018-2019	6.9	**2018-2019**	1.5
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	34.6% Chronically Absent	**SWD**	0% suspended at least one day
EL	25.8% Chronically Absent	**EL**	1.5% suspended at least one day
SED	27.4% Chronically Absent	**SED**	2.3% suspended at least one day
Hispanic	22% Chronically Absent	**Hispanic**	1.6% suspended at least one day
Asian	16.9% Chronically Absent	**Asian**	0% suspended at least one day
AA	26.7% Chronically Absent	**AA**	0% suspended at least one day
Two or More Races	15.4% Chronically Absent	**Two or More Races**	0% suspended at least one day

Annual Review Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
The following supports are strategies/activities that take place to achieve the Chronic Absenteeism goal: *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 *Follow up on district interventions, as needed *Classroom goals to encourage good attendance
Identified Need(s)

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.
To continue to focus on significant subgroups (English Learners, Students with Disabilities and Socioeconomic Disadvantaged) to move them toward our 2024-2025 goal as measured by district assessments.

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
To increase the attendance rate by 2% with our students amongst our English Learner students	*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 *Follow up on district interventions, as needed *Classroom goals to encourage good attendance *Translation services for EL students/families	Liberty monthly attendance reports	25.8% chronically absent	23.8% chronically absent

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
*Use bilingual aides to connect with families and support when necessary. *Regular communication and support with SED families.	*Parent/Guardian Timely Attendance Communication *Interventions for student behaviors that cause student absences

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
*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 *Follow up on district interventions, as needed *Classroom goals to encourage good attendance *Translation services for EL students/families	All students EL students	

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	$42,847.80
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	$26,392.91	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	$26,392.91
Title III English Learner	$4,242.68

Subtotal of state or local funds included for this school: $42,847.80

Total of federal, state, and/or local funds for this school: $42,847.80

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
George Petersen	Principal
Christina Rowland	Teacher
Stephanie Patterson	Teacher
Jamie Sassano	Teacher
Lori Curtis	Other Staff Member
Crystal Flores	Parent Member
Catrina Jones	Parent Member
Amanda Mandas-Hernandez	Parent Member
Earl Satterfield	Parent Member or Secondary Student
Chelsea Aguire	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 5/28/2024.

Attested:

George Petersen	Principal, George Petersen on 5/28/24
Catrina Jones	SSC Chairperson, Catrina Jones on 5/28/24