

Liberty Elementary School District

Board Meeting of the Board of Trustees

AGENDA

Liberty Elementary School

Library

1771 East Pacific Avenue, Tulare, CA 93274

Tuesday, May 09, 2023

6:00pm 1.0 Call to Order

2.0 Adopt Agenda (Action Item)

This item is provided as an opportunity for trustees, through consensus, to approve, re-sequence, or table agenda topics. In accordance with the Brown Act Requirements effective July 1, 2008, if documents are distributed to board members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the District Office located at 1771 E. Pacific Ave. Tulare, CA 93274.

In compliance with the Americans with Disabilities Act and the Brown Act, if you need special assistance to participate in this meeting, including receipt of the agenda and documents in the agenda package in an alternate format, please contact the Liberty Elementary School District Office at (559) 686-1675. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting (28CFR35.102-35, 104 ADA Title II), and allow for the preparation of documents in the appropriate alternate format.

3.0 Adjourn to Closed Session

The Board may adjourn to closed session to discuss matters of personnel security, negotiations, student discipline, litigation, or other matters as authorized by the government Code Section 3459.1, 5496.6 and 54967.6 and Ed Code Sections 35136 and 48913.

- a. **(Ed Code Section 35146, 48900) Student Discipline & Other Confidential Student Matters.**
- b. **(Gov. Code 54957) Public Employee Discipline/Dismissal/Release**
- c. **(Gov. Code 54957) Superintendent/Principal Evaluation**
- d. **Employment, resignations, transfers, etc. of Certificated and Classified Personnel**
- e. **Gov. Code, 3549.1) Negotiations**

6:30pm 4.0 Reconvene in Open Session

4.1 Flag Salute

4.2 Roll Call:	Ron Koetsier	President
	John Beaver	Clerk
	Jonathon Thorpe	Member
	Diane Tanner	Member
	Jill White	Member

Also in attendance for Closed and Open Session: Deanna Cardoza (Superintendent).

- 4.3 Board President** – Opportunity for Board President to comment or report on any matters pertinent or of concern to the Board.
- a. Board President to announce Closed Session Items of Discussion.**
- 4.4 Public Comments:**
Those in the audience desiring to address the Board regarding items not on the agenda may do so at this time. Each speaker is to have (3) three minutes to address the Board and make a brief statement, express his/her viewpoint, or ask a question regarding matters related to the school system. Please understand that the Board does not take action on non-agenda items.
- 4.5 Public Comments Request:**
- 5.0 Information Items:**
This item is provided for informational reports and will highlight district and student events and successes.
- 5.1 Staff Reports** - Opportunity for Liberty Elementary School Staff Members to comment or report on any matters pertinent or of concern to the Board.
- 5.2 Superintendent** – Opportunity for Superintendent to comment or report on any matters pertinent or of concern to the Board.
- 5.3 Principal**-Opportunity for Principal to comment or report on any matters pertinent or of concern to the Board.
- 6.0 Action Items:**
These items are provided for Board information, discussion, and/or action.
- 6.1 Approval of Consent Agenda**
*Minutes of Regular Board Meeting, April 11, 2023
*Payment of Warrants
- 6.2 Updated Board Policies-March 2023**
- 6.3 Declaration of Need For Fully Qualified Educators**
- 6.4 Approval of the 2022-2023 School Plan for Student Achievement**

Adjournment: _____

Liberty Elementary School District

Board Meeting of the Board of Trustees

Minutes

Liberty Elementary School

Cafeteria

1771 East Pacific Avenue, Tulare, CA 93274

Tuesday, April 11, 2023

6:00pm 1.0 Call to Order 6:02 p.m.

2.0 Adopt Agenda (Action Item)

This item is provided as an opportunity for trustees, through consensus, to approve, re-sequence, or table agenda topics. In accordance with the Brown Act Requirements effective July 1, 2008, if documents are distributed to board members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the District Office located at 1771 E. Pacific Ave. Tulare, CA 93274.

In compliance with the Americans with Disabilities Act and the Brown Act, if you need special assistance to participate in this meeting, including receipt of the agenda and documents in the agenda package in an alternate format, please contact the Liberty Elementary School District Office at (559) 686-1675. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting (28CFR35.102-35, 104 ADA Title II), and allow for the preparation of documents in the appropriate alternate format.

3.0 Adjourn to Closed Session 6:02 p.m.

The Board may adjourn to closed session to discuss matters of personnel security, negotiations, student discipline, litigation, or other matters as authorized by the government Code Section 3459.1, 5496.6 and 54967.6 and Ed Code Sections 35136 and 48913.

- a. **(Ed Code Section 35146, 48900) Student Discipline & Other Confidential Student Matters**
- b. **(Gov. Code 54957) Public Employee Discipline/Dismissal/Release**
- c. **(Gov. Code 54957) Superintendent Evaluation**

6:30pm 4.0 Reconvene in Open Session 6:30 p.m.

4.1 Flag Salute

4.2 Roll Call:	Ron Koetsier	President	<i>Present</i>
	John Beaver	Clerk	<i>Present</i>
	Jill White	Member	<i>Present</i>
	Diane Tanner	Member	<i>Present</i>
	Jonathon Thorpe	Member	<i>Present</i>

Also in attendance for Closed and Open Session: Deanna Cardoza (Superintendent), Terri Shirk (Executive Administrative Assistant).

4.3 Board President – Opportunity for Board President to comment or report on any matters pertinent or of concern to the Board.

- a. **Board President to announce Closed Session Items of Discussion.**

4.4 Public Comments:

Those in the audience desiring to address the Board regarding items not on the agenda may do so at this time. Each speaker is to have (3) three minutes to address the Board and make a brief statement, express his/her viewpoint, or ask a question regarding matters related to the school system. Please understand that the Board does not take action on non-agenda items.

5.0 Information Items:

This item is provided for informational reports and will highlight district and student events and successes.

5.1 Staff Reports - Opportunity for Liberty Elementary School Staff Members to comment or report on any matters pertinent or of concern to the Board. *Mrs. Hovis reported the 1st grade classes are going to Monterey Bay Aquarium.*

5.2 Superintendent– Opportunity for Superintendent to comment or report on any matters pertinent or of concern to the Board. *Dr. Cardoza reported that Liberty is looking into starting our own Special Education Program. We are large enough to manage our own program.*

5.3 Principal - Opportunity for Principal to comment or report on any matters pertinent or of concern to the Board. *Mrs. Newkirk reported math tutoring has officially started and she is currently working on finalizing the Summer School details.*

5.4 First Reading of CSBA Updated Board Policies for March 2023

6.0 Action Items:

These items are provided for Board information, discussion, and/or action.

6.1 Approval of Consent Agenda

***Minutes of Regular Board Meeting, March 14, 2023**

***Payment of Warrants**

Diane Tanner made a motion to approve the consent agenda 2nd made by Jonathon Thorpe Ayes: Jonathon Thorpe, Ron Koetsier, Diane Tanner and Jill White Noes: 0 Abstain: John Beaver Absent: 0 Motion Carried

Adjourned: 7:03 p.m.

Accounts Payable Final Prelist - 4/27/2023 9:14:35AM

*** FINAL ***

Batch No 307

Audit
Amount Flag EFT

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
000585	AT&T	PV-230510	4/26/2023		BAN#9391032124		010-00000-0-00000-82000-59000-0	\$133.88		Monthly Billing
								\$133.88		Total Check Amount:
000724	AT&T MOBILITY	PV-230508	4/12/2023		ACCT#829065989		010-00000-0-00000-82000-59000-0	\$76.68		Monthly Billing
								\$76.68		Total Check Amount:
000672	A-Z Bus Sales/Emissions	PV-230506	4/12/2023		SAC6006		010-07230-0-00000-36000-43000-0	\$76.66		Bus parts
								\$76.66		Total Check Amount:
000589	California Turf Equipment	PV-230500	4/20/2023		587388		010-00000-0-00000-82000-43000-0	\$21.64		Maintenance Supp
								\$21.64		Total Check Amount:
000225	CARTOZJANS AIR CONDITIONING	PV-230499	4/17/2023		18902		010-81500-0-00000-81100-56000-0	\$921.42		Maint. Supp
								\$921.42		Total Check Amount:
000910	EKC Enterprises Inc	PV-230516	4/26/2023		46933		010-81500-0-00000-81100-59000-0	\$6,781.55		Fire panel upgrade
								\$6,781.55		Total Check Amount:
000855	Everspect Medical Solutions	PV-230517	4/27/2023		RENEWAL A17A-06021		010-00000-0-00000-71000-58000-0	\$100.00		yearly AED maintenance
								\$100.00		Total Check Amount:
000972	GARTON TRACTOR	PV-230504	4/13/2023		W0139004		010-00000-0-00000-82000-56000-0	\$1,434.83		D Tractor Repairs
								\$1,434.83		Total Check Amount:
000970	JUAN CARLOS TAMAYO	PV-230501	4/20/2023		FIRST AID TRAIN		010-00000-0-00000-82000-43000-0	\$65.00		C.P.R. Dis License
								\$65.00		Total Check Amount:
000973	LEAF	PV-230518	4/20/2023		14645555		010-00000-0-00000-82000-56000-0	\$2,154.42		Monthly Doggie Billing
								\$2,154.42		Total Check Amount:
000658	Learning Plus Associates	PV-230509	4/17/2023		11912		010-32170-0-11100-10000-43000-0	\$5,760.70		Summer School
								\$5,760.70		Total Check Amount:
000778	Lisa Nelson	PV-230502	4/18/2023		SUPPLIES		010-00000-0-11100-10000-43000-0	\$175.53		Instr. Supp.
								\$175.53		Total Check Amount:

Accounts Payable Final Prelist - 4/27/2023 9:14:35AM

*** FINAL ***

Batch No 307

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT	
Total District Payment Amount:											
									\$41,417.27		

Accounts Payable Final Prelist - 4/27/2023 9:14:35AM


*** FINAL ***

Batch No 307

Audit
Flag EFT

Batch No 307 Total Accounts Payable: \$41,417.27

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 41,417.27 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).


 Authorizing Signature Date 4/27/2023

Fund Summary	Total
010	\$41,417.27
Total	\$41,417.27

Accounts Payable Final Prelist - 4/13/2023 11:25:56AM

*** FINAL ***

Batch No 306

Audit Flag EFT

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
000585	AT&T	PV-230472	4/11/2023		BAN9391057381		010-00000-0-00000-82000-59000-0	\$666.25	Monthly Billing	
	AT&T	PV-230473	4/11/2023		BAN9391028846		010-00000-0-00000-82000-59000-0	\$490.04	Billing	
								\$1,156.29		
000687	BSK Associates	PV-230485	3/29/2023		AG06272		010-00000-0-00000-82000-56000-0	\$70.00	Monthly Billing	
000971	CALIFORNIA BUSINESS MACHINES	PV-230486	4/3/2023		320747		010-00000-0-00000-82000-56000-0	\$70.00	Monthly Billing	
								\$541.45		
000589	California Turf Equipment	PV-230480	4/3/2023		584394/637/639		010-00000-0-00000-82000-43000-0	\$276.03	Monthly Billing	
								\$276.03		
000225	CARTOZIANS AIR CONDITIONING	PV-230487	4/6/2023		5846		010-81500-0-00000-81100-56000-0	\$4,583.00	Monthly Billing	
								\$4,583.00		
000109	City National Bank	PV-230483	3/31/2023		ACCT#00-0028202-0	*	010-00000-0-00000-91000-74390-0	\$45,300.00	Corp Billing	
								\$45,300.00		
000617	City of Tulare	PV-230474	4/11/2023		CUSTOMER#251965+001		010-00000-0-00000-82000-55000-0	\$45,300.00	Monthly Billing	
								\$1,380.52		
000797	CVIN / VAST	PV-230488	4/1/2023		43573		010-00000-0-00000-82000-59000-0	\$195.00	Monthly Billing	
								\$195.00		
000857	De Lage Laden Financial Serv	PV-230490	4/8/2023		ACCT#379893		010-00000-0-00000-82000-56000-0	\$1,921.80	Monthly Billing	
								\$1,921.80		
000958	DEERE CREDIT SERVICES INC	PV-230489	4/3/2023		2765158		010-00000-0-00000-91000-74380-0	\$129.60	Monthly Billing	
	DEERE CREDIT SERVICES INC		4/3/2023		2765158		010-00000-0-00000-91000-74390-0	\$545.94	Monthly Billing	
								\$675.54		
000875	DONALD T. AAMODT	PV-230475	4/11/2023		MARCH MILEAGE		010-00000-0-00000-71000-52000-0	\$34.98	Mileage	
								\$34.98		

Accounts Payable Final Prelist - 4/13/2023 11:25:56AM

*** FINAL ***

Batch No 306

Amount Flag EFT

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Total Check Amount:	Audit
000093	EMPLOYMENT DEVELOPMENT DEPARTM	PV-230496	4/12/2023		ACCT#94238201	*	010-00000-0-00000-95025-0	\$34.98	Quarter Billing
000768	Ewing	PV-230476	3/31/2023		CUSTOMER222669		010-81500-0-00000-81100-43000-0	\$5,736.86	
000615	INFINITY COMMUNICATIONS & CONS	PV-230491	4/10/2023		15452		010-00000-0-00000-71000-58000-0	\$409.53	Maint. Staff
000954	JESSICA DILEO-ZERMENO	PV-230495	4/12/2023		SUPPLIES		010-00000-0-11100-10000-43000-0	\$2,125.00	LEARNTE Consultant
000499	JOANNA FUNG	PV-230492	4/12/2023		MARCH SERVICES		010-00000-0-00000-71000-58000-0	\$2,125.00	MAINT Staff
000100	LINDER EQUIPMENT COMPANY	PV-230477	3/28/2023		24049/24050	*	010-07230-0-00000-36000-56000-0	\$86.69	
000501	MOBILE MODULAR	PV-230493	4/1/2023		2403626		010-00000-0-00000-82000-56000-0	\$611.70	CONSULTANT
000357	Nancy Grimmilus	PV-230482	4/1/2023		SUPPLIES		010-00000-0-11100-10000-43000-0	\$639.88	BUS Transportation Repair
000297	RESS.COM	PV-230481	4/1/2023		2116404		010-00000-0-00000-82000-56000-0	\$2,440.00	Monthly Billing
000917	Sebastian	PV-230484	3/30/2023		32933		010-81500-0-00000-81100-43000-0	\$18.03	MONTHLY Billing
000064	SISC	PV-230479	4/1/2023		Client ID 71985	*	010-00000-0-00000-95024-0	\$130.00	MONTHLY Billing

\$66,747.80
A Monthly Billing

Vendor No Vendor Name Reference Number Invoice Date PO # Invoice No Separate Check Account Code Batch No 306 Audit Amount Flag EFT

000104 TF TIRE-TULARE FIRESTONE, PV-230478 3/22/2023 TU739615 * 010-07230-0-00000-36000-43000-0 Total Check Amount: \$66,747.80 \$559.15 BUS

000695 Thomas Day PV-230494 4/9/2023 1118 010-81500-0-00000-81100-43000-0 Total Check Amount: \$480.00 \$480.00 Monthly Billing

Total Check Amount: \$480.00

*** FINAL ***

Accounts Payable Final Prelist - 4/13/2023 11:25:56AM

*** FINAL ***

Batch No 306

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
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Batch No 306 Total Accounts Payable: \$136,319.25

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 136,319.25 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).



 Authorizing Signature Date 4/13/2023

Fund Summary	Total
010	\$136,319.25
Total	\$136,319.25

CSBA UPDATE CHECKLIST – March 2023

District Name: Liberty Elementary School District

Contact Name: Dr. Deanna Cardoza Phone: 559.686.1675 Email: dcardoza@liberty.k12.ca.us

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0420.4	Charter School Authorization	N/A	
AR 0420.4	Charter School Authorization	N/A	
BP 3555	Nutrition Program Compliance	OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/>	
E 3555	Nutrition Program Compliance		
BP 4030	Nondiscrimination In Employment		
BP 4218	Dismissal/Suspension/Disciplinary Action		
AR 4218	Dismissal/Suspension/Disciplinary Action		
AR 5113	Absences And Excuses		
AR 5131.41	Use Of Seclusion and Restraint		
AR 5144	Discipline		
AR 5144.1	Suspension And Expulsion/Due Process		
AR 5144.2	Suspension And Expulsion/Due Process (Students with Disabilities)		
AR 6115	Ceremonies And Observances		
BP 6146.1	High School Graduation Requirements	Fill in Blanks N/A <hr/> <hr/> <hr/>	
BP 6173	Education For Homeless Children		
AR 6173	Education For Homeless Children	Fill in Blanks <u>Stesha Newkirk, Principal</u> <u>1771 E. Pacific Ave</u> <u>Tulare, CA 93274</u> <u>(559) 686-1675</u>	

CSBA UPDATE CHECKLIST – March 2023

District Name: Liberty Elementary School District

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 6173.1	Education For Foster Youth		
AR 6173.1	Education For Foster Youth	Fill in Blanks <u>Stesha Newkirk, Principal</u> <u>1771 E. Pacific Ave</u> <u>Tulare, CA 93274</u> <u>(559) 686-1675</u>	
BP 6177	Summer Learning Programs	OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/> AND OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/>	
AR 6184	Continuation Education		
BB 9270	Conflict Of Interest		
BB 9320	Meetings And Notices	Fill in Blanks <u>Stesha Newkirk, Principal</u> <u>1771 E. Pacific Ave</u> <u>Tulare, CA 93274</u> <u>(559) 686-1675</u>	

CSBA POLICY GUIDE SHEET
March 2023

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 0420.4 - Charter School Authorization

Policy updated to reference that, until January 1, 2025, the Governing Board is prohibited from approving a petition for the establishment of a new charter school offering nonclassroom-based instruction, and provide that a district under state receivership is not in a position to absorb the fiscal impact of a proposed charter school. Policy also updated to reference pending litigation brought by each of CSBA's Education Legal Alliance and Napa Valley Unified School District against the State Board of Education (SBE) regarding SBE's authority to reverse the denial of a charter school petition by making a determination that a board abused its discretion in denying the petition.

Administrative Regulation 0420.4 - Charter School Authorization

Regulation updated to reflect **NEW LAW (AB 740, 2022)** which extends to a foster youth's attorney and county social worker and an Indian child's tribal social worker, and if applicable, county social worker, required notifications regarding involuntary removal of a student, and provides that these individuals, with the addition of a foster youth's educational rights holder, have the same rights as a parent/guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Regulation also updated to expand the material regarding (1) procedures for suspension or expulsion, including the requirement for written notice of the intent to remove the student and the right to initiate a hearing, and material related to processes for notification to the district when a student is expelled or leaves the charter school without graduating or completing the school year, and (2) the final audit when a charter school closes.

Board Policy 3555 - Nutrition Program Compliance

Policy updated to clarify that prohibited discrimination includes alleged discrimination on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, or disability. Policy also updated to reflect United States Department of Agriculture CRD memorandum 01-2022, "Application of *Bostock v. Clayton County* to Program Discrimination Complaint Processing," which clarifies that prohibited sex discrimination includes discrimination on the basis of gender identity and sexual orientation. Policy also updated to include that complaints against a program operator that is not an educational agency shall be filed with or referred to the California Department of Education.

Exhibit(1) 3555 - Nutrition Program Compliance

Exhibit updated to reflect current language of the United States Department of Agriculture Nondiscrimination Statement.

Board Policy 4030 - Nondiscrimination in Employment

Policy updated to reflect **NEW LAW (SB 523, 2022)** which adds reproductive health decisionmaking as a form of prohibited discrimination, and prohibits an employer from requiring an applicant or employee to disclose information relating to an employee's reproductive health decisionmaking.

Board Policy 4218 - Dismissal/Suspension/Disciplinary Action

Policy updated to reflect **NEW LAW (AB 2413, 2022)** which prohibits a district from suspending, demoting, or dismissing a permanent classified employee who timely requests a hearing pending the outcome of that hearing.

Administrative Regulation 4218 - Dismissal/Suspension/Disciplinary Action

Regulation updated to clarify that a classified employee against whom a recommendation for disciplinary action has been issued may remain on active duty or may be placed on paid leave pending a hearing on the charges. Regulation also updated to reflect **NEW LAW (AB 2413, 2022)** which prohibits a district from

suspending without pay, suspending or demoting with a reduction in pay, or dismissing a permanent classified employee who timely requests a hearing unless it is found by a preponderance of the evidence at the time discipline was imposed that the employee (1) engaged in criminal misconduct, (2) engaged in misconduct that presents a risk of harm to students, staff, or property, or (3) committed habitual violations of the district's policies or regulations. Additionally, regulation updated to provide that a district may cease paying an employee if a decision has not been rendered within 30 days of the date the hearing was requested.

Administrative Regulation 5113 - Absences and Excuses

Regulation updated to reflect **NEW LAW (SB 955, 2022)** which includes, as another type of required excused absence, the absence of a middle school or high school student for the purpose of participating in a civic or political event, as defined, provided that the student notifies the school ahead of the absence, and **NEW LAW (AB 181, 2022)** which no longer requires the State Board of Education to update its illness verification regulations as necessary to account for including, as a personal illness excused absence, a student's absence for the benefit of the student's mental or behavioral health. Regulation also updated to clarify that absences for participation in religious exercise or to receive moral and religious instruction are excused, but that in order for districts to receive average daily attendance funding for such absences, the Governing Board is required to first adopt a resolution permitting an excused absence for such purposes.

Administrative Regulation 5131.41 - Use of Seclusion and Restraint

Regulation updated to clarify the limited exception when seclusion and/or behavioral constraint may be used, and to reflect that it cannot be applied for longer than necessary to contain the dangerous behavior. Regulation also updated to include, as appropriate, concepts from the December 2022 Davis Joint Unified School District Resolution Agreement with the U.S. Department of Education, Office for Civil Rights, regarding the use of seclusion and restraint as it relates to a free appropriate public education for students with disabilities. Regulation also updated to add a new section "Documentation of Seclusion and Restraint."

Administrative Regulation 5144 - Discipline

Regulation updated to incorporate **NEW GUIDANCE** from the U.S. Department of Education, Office for Civil Rights, issued to help districts support students with disabilities and avoid discriminatory discipline practices.

Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process

Regulation updated to provide that "suspension" does not include removal from class, as specified, so long as removal from a particular class does not occur more than once every five school days, add definitions related to electronic acts as a mode of bullying, include that a teacher may, in addition to suspending a student from class, refer a student for specified acts to the Principal or designee for consideration of a suspension from school, and clarify that immediate suspension is required for any student found at school or a school activity away from school who committed any of the enumerated acts for which a recommendation of expulsion is required. Regulation also updated to reflect **NEW LAW (AB 740, 2022)** which provides for additional due process procedures for suspension of foster youth and Indian children.

Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)

Regulation updated to reflect **NEW GUIDANCE** from the U.S. Department of Education's Office of Special Education and Rehabilitative Services, which recommends that districts identify ways to significantly reduce the use of exclusionary discipline and its disproportionate effect on student with disabilities, and the U.S. Department of Education's Office for Civil Rights, which provides that, for a student with a disability under Section 504, schools are required to conduct a manifestation determination before implementing a disciplinary removal that will significantly change the placement of the student due to discipline for (1) removal from class or school for more than 10 consecutive school days, or (2) a series of removals from class or school that together total more than 10 school days in a school year and constitute a pattern of removal. Regulation also updated to emphasize that suspension or expulsion of a student with disabilities be in accordance with Board Policy 5144.1 - Suspension and Expulsion/Due Process, and that when a student with disabilities exhibits behavior which impedes the student's own learning or that of others, the student's individualized education program (IEP) team consider positive behavioral interventions and supports, and other strategies, to address the behavior. Additionally, regulation updated, for conceptual alignment, to move material regarding the monitoring of the number of days of a suspension of student with an IEP, and reflect

NEW LAW (AB 740, 2022) which provides that a foster youth's educational rights holder, attorney, and county social worker, and an Indian child's tribal social worker and, if applicable, county social worker, have the same rights as a parent/guardian to receive a suspension notice, expulsion notice, manifestation determination notice and invitation to the manifestation determination meeting, involuntary transfer notice, and other documents and related information.

Administrative Regulation 6115 - Ceremonies and Observances

Regulation updated to reflect **NEW LAW (AB 1655, 2022)** which adds June 19, "Juneteenth National Independence Day," to the list of holidays on which public schools must be closed and **NEW LAW (AB 1801, 2022)** that adds Genocide Remembrance Day to the list of days districts are authorized to close. Regulation also updated to clarify language regarding days on which schools are required to be closed based on appointment by the Governor or President, and to encourage districts to observe a moment of silence on September 11th Remembrance Day, as authorized by law.

Board Policy 6146.1 - High School Graduation Requirements

Policy updated to reflect **NEW LAW (SB 532, 2022)** which expands and strengthens the exemptions from graduation requirements for highly mobile student populations, and includes a requirement for districts to annually report to the California Department of Education regarding the number of students who, for the prior school year, graduated with an exemption from district-established graduation requirements, as specified.

Board Policy 6173 - Education for Homeless Children

Policy updated to reflect **NEW LAW (AB 408, 2022)** which (1) **mandates** that districts establish homeless education program policies and update those policies at least once every three years, and (2) requires the liaison for homeless students to offer annual training to district employees providing services to students experiencing homelessness and to inform such employees of the availability of training and the services provided by the liaison. Policy also updated to reflect **NEW LAW (AB 2375, 2022)** which requires districts, regardless of whether they received American Rescue Plan Act of 2021 funds, to annually administer a housing questionnaire for the purpose of identifying students experiencing homelessness, including unaccompanied minors, and annually report that number of students to the California Department of Education (CDE). Additionally, policy updated to reflect **NEW LAW (SB 532, 2022)** which requires districts to annually report to CDE the number of students experiencing homelessness who graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements. Policy updated throughout to change language from "homeless student" to "student experiencing homelessness."

Administrative Regulation 6173 - Education for Homeless Children

Regulation updated to reflect **NEW LAW (AB 408, 2022)** which (1) **mandates** that districts establish homeless education program policies and update those policies at least once every three years, and (2) requires the liaison for homeless students to offer annual training to district employees providing services to students experiencing homelessness and to inform such employees of the availability of training and the services provided by the liaison. Regulation also updated to clarify what factors to consider when determining the "best interest" of the student in enrollment decisions. Additionally, regulation updated to reflect **NEW LAW (AB 181, 2022)** which exempts a student classified as unduplicated from paying a fee for transportation and **NEW LAW (SB 532, 2022)** which provides, when a student experiencing homelessness transfers into a district school, for additional requirements regarding the transfer of coursework and credits, exemptions from district-established graduation requirements, and for the option to remain in school to complete district-established or statewide course requirements. Regulation updated throughout to change language from "homeless student" to "student experiencing homelessness."

Board Policy 6173.1 - Education for Foster Youth

Policy updated to move material regarding a safe learning environment toward the beginning of the policy as it is philosophical in nature and has general implications, and reflect **NEW LAW (SB 532, 2022)** which requires districts to annually report to the California Department of Education regarding the number of foster youth who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

Administrative Regulation 6173.1 - Education for Foster Youth

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which (1) amends the definition of foster youth, and (2) requires districts that provide home-to-school transportation and other transportation expressly provided by in law to waive transportation fees for foster youth. Regulation also updated to align the definition of "school of origin" with code language, reflect **NEW LAW (AB 740, 2022)** which provides that a foster youth's educational rights holder, attorney, and county social worker have the same rights as a parent/guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information and **NEW LAW (SB 532, 2022)** which provides, when a foster youth transfers into a district school, for additional requirements regarding the transfer of coursework and credits, exemptions from district-established graduation requirements, and for the option to remain in school to complete district-established or statewide course requirements.

Board Policy 6177 - Summer Learning Programs

Policy updated to clarify that summer learning programs are part of the Expanded Learning Opportunities (ELO) Program and to reflect the requirements of the ELO programs to offer access to specified students, as provided in **NEW LAW (AB 181 and 185, 2022)**. Policy also updated to reference **NEW GUIDANCE** from the California Department of Education which clarifies that districts are prohibited from charging fees for summer school.

Administrative Regulation 6184 - Continuation Education

Regulation updated to more closely align with code language the component of the district's continuation education program that is in regard to coordinating instruction and training with the student's home, employment and other agencies and reflect **NEW LAW (AB 740, 2022)** which (1) extends the requirement to provide written notice of the opportunity to request a meeting with the Superintendent or designee prior to an involuntary transfer, to a foster youth's educational rights holder, attorney and social worker, or an Indian child's tribal social worker, and if applicable, county social worker, and (2) provides that a foster youth's educational right's holder, attorney, and county social worker, and an Indian child's tribal social worker, and, if applicable, a county social worker, have the same rights as a parent at such meeting with the Superintendent or designee. Regulation also updated to include an additional condition required by law for voluntary enrollment in continuation education classes, which is that the transfer is voluntary and that the student has a right to return to the student's previous school.

Board Bylaw 9270 - Conflict of Interest

Bylaw updated to reflect **NEW LAW (SB 1439, 2022)** which makes applicable to elected district officers the prohibition against accepting, soliciting, or directing a contribution of more than \$250 from any party or participant to a proceeding involving a license, permit, or other entitlement for use, including a contract, or from that person's agent, while the proceeding is pending before the Board and for 12 months following the date a final decision is rendered in the proceeding, and from participating in making, or in any way attempting to use the official position to influence the Board's decision when a district officer received a contribution of more than \$250 from a party or participant in the preceding 12 months, as specified. Bylaw also updated to clarify, for a Board member who manages public investments, that when an item on the consent calendar is one in which the Board member has a financial interest, the Board member is required to either make a motion to remove the item from the consent calendar or abstain from voting on the consent calendar.

Board Bylaw 9320 - Meetings and Notices

Bylaw updated to reflect **NEW LAW (AB 2449, 2022)** which (1) requires Boards to maintain and implement a procedure for receiving and resolving requests for reasonable accommodation for individuals with disabilities, to resolve any doubt in favor of accessibility, and to give notice of the procedure for receiving and resolving requests for accommodation in each instance in which notice of the time of a meeting is otherwise given or the agenda is otherwise posted, and (2) adds procedures for "Teleconferencing During a Personal Emergency" and "Teleconferencing for 'Just Cause'". Bylaw also updated to reflect **NEW LAW (AB 2647, 2022)** which provides a procedure for complying with the Brown Act when distributing materials to the Board less than 72 hours before a regular meeting and outside of regular business hours. Additionally, bylaw updated to reference the expiration of the California COVID-19 State of Emergency on February 28,

2023 and to clarify that a Board may utilize "Teleconferencing During a Proclaimed State of Emergency," if all terms are met pursuant to Government Code 54953, until January 1, 2024.



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2023-24

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Liberty Elementary School Dist District CDS Code: 5479185

Name of County: Tulare County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 05 / 04 / 2023 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2024.

Submitted by (Superintendent, Board Secretary, or Designee):

Deanna Cardoza, Ed.D.	Deanna Cardoza <small>Digitally signed by Deanna Cardoza Date: 2023.05.04 20:11:00 -07'00'</small>	Superintendent
<i>Name</i>	<i>Signature</i>	<i>Title</i>
559.686.2879	559.686.1675	05/04/2023
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>

1771 E Pacific Ave Tulare, CA 93274

Mailing Address

dcardoza@liberty.k12.ca.us

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

<i>Name</i>	<i>Signature</i>	<i>Title</i>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<i>Mailing Address</i>		
<i>E-Mail Address</i>		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	7 _____
Bilingual Authorization (applicant already holds teaching credential)	_____ _____
List target language(s) for bilingual authorization: _____	
Resource Specialist	1 _____
Teacher Librarian Services	_____ _____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. District holds MOU with universities and COE.

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? 5

If yes, list each college or university with which you participate in an internship program.

California State University, Fresno

Fresno Pacific University

University of Massachusetts

If no, explain why you do not participate in an internship program.

School Year: 2022-23

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	54719850000000	3/21/23	5/9/23

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)

Schoolwide Program

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 School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one comprehensive plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by formulating actions that maximize the resources available to the school, while minimizing duplication of effort, with the optimum goal of increasing student achievement. All decisions are based upon careful analysis and reflection, using the cycle of continuous improvement, to ensure that all students succeed in reaching academic standards.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan which reflect changing needs and priorities as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan repositions the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to align their federally-funded programs with the priority goals of the school and the LEA that are being executed under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEA's flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports a continuous cycle of action, reflection, and improvement.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program.....	5
Educational Partner Involvement.....	11
Resource Inequities	11
School and Student Performance Data	12
Student Enrollment.....	12
CAASPP Results.....	14
ELPAC Results	20
Student Population.....	24
Overall Performance	26
Academic Performance.....	27
Academic Engagement.....	33
Conditions & Climate.....	36
Goals, Strategies, & Proposed Expenditures.....	38
Goal 1.....	38
Goal 2.....	42
Goal 3.....	46
Goal 4.....	49
Goal 5.....	51
Budget Summary	52
Budget Summary	52
Other Federal, State, and Local Funds	52
Budgeted Funds and Expenditures in this Plan	53
Funds Budgeted to the School by Funding Source.....	53
Expenditures by Funding Source	53
Expenditures by Budget Reference	53
Expenditures by Budget Reference and Funding Source	53
Expenditures by Goal.....	53
School Site Council Membership.....	54
Recommendations and Assurances	55

Instructions.....	56
Instructions: Linked Table of Contents.....	56
Purpose and Description.....	57
Educational Partner Involvement.....	57
Resource Inequities.....	57
Goals, Strategies, Expenditures, & Annual Review.....	58
Annual Review.....	59
Budget Summary.....	60
Appendix A: Plan Requirements.....	62
Appendix B:.....	65
Appendix C: Select State and Federal Programs.....	67

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).

Teachers were surveyed at the beginning of the 2020-2021 school year to determine their professional needs and areas of needed support. The results indicated that certificated staff felt assistance and collaboration time in the area of virtual learning; continued technology support, writing, and differentiated learning/instruction in math would be beneficial. A formal parent survey conducted by the District in the form of an online Google Form Climate Survey. Further, input from parents regarding specific school needs is discussed during School Site Council Meetings, LPTC, and Booster Club Meetings.

Classroom Observations

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

The School Principal spends two to three hours per week observing teachers in the classroom setting. These announced and/or unannounced classroom observations provide an opportunity for teachers to receive immediate and valuable feedback in the area of curriculum, instructional content, student engagement, classroom management, and organizational strategies. At the conclusion of each visit, the principal provides written feedback focused on the content observed, the strategies used, and the impact of instruction that were observed on student engagement and achievement. The written feedback provided by the principal validates individual teacher's use of instructional time as well as provides an opportunity to offer support and guidance.

- Non-permanent teachers are evaluated annually.
- Permanent teachers are evaluated once every two years.
- Teachers employed by the district for at least 10 years whose previous evaluations meet or exceed standards, will be evaluated every five years.

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)

Local assessments are provided. District Writing and ROLA Assessments are given and assessed in October, January, and April. K-8th grade students take the iReady diagnostic assessment in ELA and Math four times a year in August, and at the end of each trimester for baseline data and progress monitoring academic growth, and to drive intervention methods throughout the school year. The state testing, SBAC/CAASPP will be given in April and May to all 3rd-8th grade students. The results of these assessments will be shared with stakeholders as a measurement of student proficiency and/or growth.

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

Student assessments guide the individualized development of curriculum, instruction, and strategies. Staff meetings and grade level collaboration meetings are provided for teachers to create student assessments, plan, and work on specific lessons for targeting low achieving students as well as developing curriculum to challenge high achieving students. Weekly formative assessments in reading help designate just -right book levels and guided reading instruction as well as grammar and spelling instruction. The intervention team uses data provided by teachers to help identify students for intervention services.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Liberty Elementary teachers meet the requirements for highly qualified staff under the NCLB guidelines although this is no longer required under ESSA (Every Student Succeeds Act). All certificated staff meet California State Certification requirements.

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

In addition to employing highly credentialed classroom teachers, specialized staff are contracted through the County Office of Education (COE) and are always fully credentialed and highly trained staff to provide additional academic and behavioral support to students. Teachers requiring additional assistance with classroom management, curriculum, or instructional delivery, are provided support and partnered with a mentor through the District's Peer Assistance Review (PAR) program. Or may be in the COE Impact Program, which provide consistent and ongoing teacher support. In addition, a support plan is developed with the school principal to ensure teachers are supported in their professional growth, as well as ensure that students receive daily quality instruction.

When employment openings do come available for teachers, Liberty typically does not have a difficult time beckoning highly qualified applicants. Employment opportunities are advertised on the District's website and on the national Ed Join educational job posting platform. There are very few teaching positions available at the school, given the turn over rate is very low.

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

During Data Chats, teachers continue to monitor progress of individual students. The schoolwide intervention program is designed to administer a diagnostic assessment three times a year. In addition, this program has an internal growth monitoring system that plots the students' progress on their individual instructional pathways as well as Standards mastery monitoring and provides immediate feedback in the form of reports on students' usage, growth and progress towards mastery of individual student content.

The data reveal that our staff would benefit from professional development in English Language Arts that includes increased reading comprehension strategies in literature and non-fictional text that includes small group instruction and shared reading experiences, increased writing across content areas, and continued expansion of engagement strategies. In math, our staff training will include increased engagement strategies using math instruction aligned to grade level math standards, continued content standard alignment, problem solving and increasing the amount of time spent writing to explain and communicate student reasoning in math using math talks. Our math leadership team will participate in CVNIC Mathematics training and networking through Tulare County Office of Education.

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

Teachers are afforded the opportunity to engage and collaborate weekly on designated training days, as well as once a trimester for a full day collaboration. Teachers are also encouraged to observe colleagues at the same grade level at our site or at any other school where exemplary practices are being implemented. The principal provides valuable feedback during classroom visitations. The leadership team meets monthly to make important decisions about classroom instruction that reflect the site's culture and needs.

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

Teachers collaborate during grade level planning days provided weekly, as well as during staff meetings, which are scheduled around the need to collaborate and plan for instruction. With the implementation of Liberty Elementary School District's adopted ELA Benchmarks, Houghton Mifflin Go Math assessments, grade level teams will be provided with a day during the trimester to focus on an academic area(s) of their preference.

During collaborative team meetings teachers do the following:

- Develop common formative assessments
- Review student data as well as student work samples
- Plan for ongoing differentiated instruction
- Establish strategic and intensive interventions for students who need extra time to meet proficiency standards

Teacher collaboration by grade level/department level occurs through both regular planning time and dedicated staff meetings.

Teaching and Learning

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

At Liberty School, the curriculum, instructional programs, and materials are all aligned with the State of California's Standards for each required subject matter, at all grade levels. This is further aligned to Liberty Elementary School District's student educational goals. Based on District test results, state standards serve as a base to give emphasis to skills students need most. Student progress towards these standards are reported to parents on a standards-based report card each trimester. Teachers work with the intervention team to determine the needs of English learners, Special Education students and others requiring intervention. Based on identified needs of these students, supplementary materials are purchased to help students meet academic standards. The effectiveness of these materials is evaluated throughout the year by student performance and growth.

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

All students must be provided the opportunity to meet State content standards at grade level. All instructional minutes are monitored by Liberty Elementary School District and have been found to meet State requirements.

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

Teachers participate in monthly collaborative staff development trainings to increase and develop instructional strategies. This provides staff with time to align their lessons and instruction to California Standards and to the appropriate pace of the curriculum to increase student capacity in ELA and Math. ELA pacing guides were developed by the district and benchmarks were created to match the pacing. Currently, math pacing is being developed for all grades at the District. Pacing guides from outside agencies have been shared and teachers are looking at Standards and where Houghton Mifflin Go, Math! is falling short for mastery of Standards and increased practice.

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

All students at Liberty Elementary School have access to standards based, grade level appropriate instructional materials. Liberty uses State-adopted curriculum as adopted by the Liberty Elementary School District Board of Education.

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

We currently use the Benchmark Advance for the English Program. We also use Houghton Mifflin Go Math, which is our State-adopted Mathematics program. We have purchased supplementary instructional materials for differentiation. We currently use Journeys and CA Collections for Common Core in ELA, iReady, and Reading A to Z. These materials are used during ELA instruction for all students. Math materials and technology were used for math small group instruction. For our English language learners, we utilize Benchmark's ELD Component and Project-Based Learning strategies to increase ELL's oral and written English language proficiency. This approach creates diversity among provided resources while supporting the various needs of our student community.

Opportunity and Equal Educational Access

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

The emphasis of RtI is to close the achievement gap with the students who are struggling academically. Liberty provides Tier 1 intervention by differentiating classroom instruction to meet individual needs in addition to providing reading instruction utilizing the Reading Mastery program (K-2) as well as the iReady program in English language arts and math. Tier 2 intervention is also provided at Liberty, outlining specific students to be placed in small groups and provide targeted instruction based on their instructional needs for both ELA and math. To begin implementation of RtI Liberty utilized specific criterion-based and/or norm-referenced assessments to determine which students are or are not meeting the expected grade-level benchmarks. In order to best serve the needs of our students at their level, we have additional instructional aides to support our grade level RtI rotations and to provide small group instruction. Additionally, small groups are services by the classroom teacher on grade-level content. Our Tier 3 is supported by additional support staff to provide direct instruction in ELA. Kindergarten utilizes the support of an instructional aide to provide targeted instruction, one-on-one and small group direct instruction. The support of instructional assistants is used to differentiate and scaffold students' learning in all primary grade levels. The targeted skills and instructional materials used for ELA vary from phonics, fluency reading comprehension, and vocabulary development depending on the need of the grade level and groups of students.

Additionally, small group instruction is used for math fluency skills and technology-based programs that adapt to and assess student progress. Math instruction for at-risk students is provided during school hours by the classroom teacher using formative assessments to create flexible, small group support.

Evidence-based educational practices to raise student achievement

Kagan Student engagement strategies, common theme benchmark's, ELD Instruction, and GLAD Strategies. These programs provide all English Language Learners as well as struggling students with 30 minutes per day of dedicated instructional time in the area of English Language Development. All students receive differentiated English Language Arts instruction at their level, grades 1-5. This is our school's tier one English Language Arts and math RTI program providing all our students with targeted, direct instruction at their current levels. Tier 2 ELA and Math Intervention is offered during school that provides targeted, direct instruction for our students struggling with math in grades 3-5. The math focus is determined by the math data analysis and observations, classwork and formative assessments collected by the classroom teacher.

Parental Engagement

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

The school has an active School Site Council, LPTC, IRC, and Resource Specialist Program. These organizations support the school through important decision making, volunteering and fundraising for our students' needs. Additionally, the school has relationships with businesses in the community that support student literacy and our school garden. The district supplies the needs of the school in various ways to ensure solid instructional programs that promote student learning.

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)

ConApp stands for Consolidated Application.

Liberty Elementary parents and family members are offered a wide variety of parent involvement opportunities at our school. In August, September and October, the principal shares CAASPP information with stakeholder groups, such as the LPTC, and the School Site Council.

Parent representatives involved in School Site Council are involved in the development and continual monitoring the effective implementation of the Single Plan for Student Achievement where data information will be shared in throughout the year. Additionally, Liberty Elementary parents involved in the School Site Committee are provided the opportunity to give their input regarding the achievement of English Learners and all students. The school website, principal Parent Square messages, school memos, and monthly calendars provide parents with on-going updates about the school and it's various activities and programs. In addition, all parent communications are sent home in the parents' primary language.

We engage the Liberty Elementary School parents and community as often as possible. Liberty Transitional and Kindergarten Round-UP and school principal orientation for new parents is offered annually with the goal of providing parents information about parent groups and school involvement. Teachers also engage in Parent Teacher Conferences that are scheduled twice per year to provide classroom performance updates and other more frequent communication necessary for success. This is in addition to all the community engaging events the LPTC offers to include: Back to School Night, Pastries for Parents, Fall Carnival, Open House.

Funding

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

Title I, Title III, Title III Immigrant, LCAP funds provide the resources necessary to operate our library, interventions technology lab, and ELL development during the school day.

Fiscal support (EPC)

Title I funds planned for this school year: \$1,021.00 (1% parent engagement); \$92,389.00 (Total)

Title III funds planned for this year: \$5,599.00

Title III funds planned for parent engagement for this year: \$ 835.00

Title III funds planned for immigrant education for this year: \$2,110.00

EIA/LEP (LCFF) funds planned for this year: \$29,103.00

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

The district reviewed the previous Single Plan for Student Achievement and collaborated with School Site Council (SSC), school staff, and the Board of Trustees on the development of the updated Single Plan for Student Achievement throughout the months of November, December, January, and February. All parents are invited to attend SSC/ELAC meetings. Meeting dates are posted on the school website. The first SSC meeting is when newly elected members are welcomed, and elections are held. SSC training is provided at the initial meeting of the school year; a PowerPoint is provided, and a discussion facilitated by the principal.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.61%	0.4%	0.8%	4	3	6
African American	1.97%	1.8%	1.9%	13	12	14
Asian	0.45%	0.7%	0.8%	3	5	6
Filipino	0%	%	0.1%	0		1
Hispanic/Latino	55.52%	59.8%	58.3%	367	405	437
Pacific Islander	0%	%	0%	0		
White	38.58%	34.7%	35.5%	255	235	266
Multiple/No Response	2.27%	2.2%	1.7%	15	15	13
Total Enrollment				661	677	749

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	110	108	111
Grade 1	85	84	94
Grade 2	93	79	89
Grade 3	79	93	84
Grade 4	76	75	102
Grade 5	72	78	73
Grade 6	49	70	91
Grade 7	46	47	58
Grade 8	51	43	47
Total Enrollment	661	677	749

Conclusions based on this data:

1. The district's enrollment continues to increase from year to year with the subgroup percentages varying slightly.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	55	55	53	8.3%	8.10%	7.5%
Fluent English Proficient (FEP)	27	25	22	4.1%	3.70%	2.9%
Reclassified Fluent English Proficient (RFEP)	12	0	11	16.2%	0.0%	20.8

Conclusions based on this data:

1. The district's English Learner population have increased slightly and the district reclassified more students in 2017-18 than it had in the previous 2 years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	79	95	85	77	0	85	77	0	85	97.5	0.0	100.0
Grade 4	76	74	100	76	0	97	76	0	97	100	0.0	97.0
Grade 5	51	77	72	50	0	71	50	0	71	98	0.0	98.6
Grade 6	61	68	89	59	0	89	59	0	89	96.7	0.0	100.0
Grade 7	56	49	59	56	0	58	56	0	58	100	0.0	98.3
Grade 8	40	42	45	39	0	45	39	0	45	97.5	0.0	100.0
All Grades	363	405	450	357	0	445	357	0	445	98.3	0.0	98.9

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2441.		2436.	28.57		32.94	24.68		23.53	24.68		16.47	22.08		27.06
Grade 4	2496.		2467.	38.16		25.77	22.37		19.59	19.74		25.77	19.74		28.87
Grade 5	2508.		2485.	28.00		14.08	24.00		29.58	16.00		28.17	32.00		28.17
Grade 6	2537.		2504.	22.03		16.85	27.12		19.10	33.90		30.34	16.95		33.71
Grade 7	2526.		2566.	8.93		15.52	33.93		44.83	32.14		25.86	25.00		13.79
Grade 8	2550.		2582.	7.69		22.22	33.33		28.89	38.46		26.67	20.51		22.22
All Grades	N/A	N/A	N/A	24.09		21.80	26.89		26.07	26.61		25.39	22.41		26.74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23.38		21.18	51.95		64.71	24.68		14.12
Grade 4	28.95		18.56	46.05		60.82	25.00		20.62
Grade 5	34.00		15.49	30.00		64.79	36.00		19.72
Grade 6	23.73		17.98	54.24		40.45	22.03		41.57
Grade 7	10.71		22.41	53.57		60.34	35.71		17.24
Grade 8	25.64		28.89	48.72		46.67	25.64		24.44
All Grades	24.37		20.00	47.90		56.63	27.73		23.37

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	27.27		22.35	48.05		49.41	24.68		28.24
Grade 4	36.84		18.56	51.32		58.76	11.84		22.68
Grade 5	36.00		14.08	44.00		59.15	20.00		26.76
Grade 6	27.12		13.48	54.24		57.30	18.64		29.21
Grade 7	21.43		24.14	55.36		63.79	23.21		12.07
Grade 8	12.82		28.89	66.67		44.44	20.51		26.67
All Grades	28.01		19.33	52.38		55.96	19.61		24.72

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.78		15.29	67.53		72.94	11.69		11.76
Grade 4	23.68		9.28	65.79		81.44	10.53		9.28
Grade 5	30.00		9.86	56.00		78.87	14.00		11.27
Grade 6	22.03		12.36	66.10		75.28	11.86		12.36
Grade 7	12.50		12.07	66.07		81.03	21.43		6.90
Grade 8	15.38		20.00	64.10		66.67	20.51		13.33
All Grades	21.01		12.58	64.71		76.63	14.29		10.79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	29.87		21.18	50.65		67.06	19.48		11.76
Grade 4	30.26		12.37	52.63		71.13	17.11		16.49
Grade 5	22.00		12.68	42.00		66.20	36.00		21.13
Grade 6	25.42		17.98	55.93		61.80	18.64		20.22
Grade 7	14.29		20.69	53.57		67.24	32.14		12.07
Grade 8	17.95		22.22	61.54		66.67	20.51		11.11
All Grades	24.37		17.30	52.38		66.74	23.25		15.96

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- 1.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	79	95	85	77	0	85	77	0	85	97.5	0.0	100.0
Grade 4	76	74	100	76	0	96	76	0	96	100	0.0	96.0
Grade 5	51	77	72	50	0	71	50	0	71	98	0.0	98.6
Grade 6	60	68	89	58	0	86	58	0	86	96.7	0.0	96.6
Grade 7	56	49	59	56	0	58	56	0	58	100	0.0	98.3
Grade 8	40	42	45	39	0	44	39	0	44	97.5	0.0	97.8
All Grades	362	405	450	356	0	440	356	0	440	98.3	0.0	97.8

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2451.		2430.	24.68		21.18	36.36		34.12	19.48		18.82	19.48		25.88
Grade 4	2481.		2465.	21.05		17.71	23.68		17.71	35.53		39.58	19.74		25.00
Grade 5	2507.		2477.	24.00		9.86	18.00		12.68	24.00		38.03	34.00		39.44
Grade 6	2519.		2468.	15.52		10.47	20.69		10.47	31.03		20.93	32.76		58.14
Grade 7	2505.		2515.	14.29		13.79	19.64		12.07	21.43		37.93	44.64		36.21
Grade 8	2525.		2568.	15.38		29.55	17.95		13.64	20.51		25.00	46.15		31.82
All Grades	N/A	N/A	N/A	19.66		16.36	23.88		17.50	25.84		30.00	30.62		36.14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	51.95		24.71	25.97		56.47	22.08		18.82
Grade 4	30.26		20.83	35.53		55.21	34.21		23.96
Grade 5	30.00		11.27	22.00		47.89	48.00		40.85
Grade 6	24.14		10.47	29.31		37.21	46.55		52.33
Grade 7	23.21		15.52	25.00		51.72	51.79		32.76
Grade 8	20.51		31.82	23.08		45.45	56.41		22.73
All Grades	31.74		18.41	27.53		49.32	40.73		32.27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	29.87		21.18	48.05		52.94	22.08		25.88
Grade 4	26.32		15.63	48.68		55.21	25.00		29.17
Grade 5	22.00		14.08	42.00		52.11	36.00		33.80
Grade 6	18.97		5.81	41.38		36.05	39.66		58.14
Grade 7	16.07		6.90	39.29		58.62	44.64		34.48
Grade 8	15.38		25.00	48.72		54.55	35.90		20.45
All Grades	22.47		14.32	44.94		50.91	32.58		34.77

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	31.17		23.53	48.05		56.47	20.78		20.00
Grade 4	26.32		18.75	47.37		55.21	26.32		26.04
Grade 5	16.00		4.23	54.00		71.83	30.00		23.94
Grade 6	13.79		9.30	48.28		48.84	37.93		41.86
Grade 7	12.50		10.34	55.36		68.97	32.14		20.69
Grade 8	10.26		29.55	48.72		45.45	41.03		25.00
All Grades	19.94		15.45	50.00		57.73	30.06		26.82

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	6	6	*
1	*	*	*	*	*	*	*	*	*	9	8	4
2	1510.1	*	*	1479.3	*	*	1540.5	*	*	11	*	9
3	*	*	*	*	*	*	*	*	*	4	6	*
4	*	*	*	*	*	*	*	*	*	10	10	6
5	*	*	*	*	*	*	*	*	*	5	*	10
6	*	1567.5	*	*	1562.5	*	*	1572.3	*	5	11	5
7	*	*	1616.3	*	*	1638.1	*	*	1594.1	7	5	12
8	*	*	*	*	*	*	*	*	*	*	6	5
All Grades										60	58	56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	18.18	*	*	72.73	*	*	9.09	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	54.55	*	*	18.18	*	*	18.18	*	*	9.09	*	*	11	*
7	*	*	66.67	*	*	16.67	*	*	16.67	*	*	0.00	*	*	12
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	27.59	33.93	55.00	36.21	33.93	23.33	22.41	30.36	5.00	13.79	1.79	60	58	56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	18.18	*	*	72.73	*	*	9.09	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	63.64	*	*	27.27	*	*	9.09	*	*	0.00	*	*	11	*
7	*	*	75.00	*	*	25.00	*	*	0.00	*	*	0.00	*	*	12
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.67	37.93	51.79	65.00	43.10	32.14	16.67	8.62	10.71	6.67	10.34	5.36	60	58	56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	36.36	*	*	54.55	*	*	9.09	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	45.45	*	*	27.27	*	*	9.09	*	*	18.18	*	*	11	*
7	*	*	33.33	*	*	50.00	*	*	16.67	*	*	0.00	*	*	12
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.67	18.97	17.86	38.33	31.03	41.07	30.00	34.48	33.93	5.00	15.52	7.14	60	58	56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	36.36	*	*	63.64	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	36.36	*	*	63.64	*	*	0.00	*	*	11	*
7	*	*	58.33	*	*	41.67	*	*	0.00	*	*	12
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.67	32.76	37.50	63.33	60.34	60.71	5.00	6.90	1.79	60	58	56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	9.09	*	*	90.91	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	81.82	*	*	18.18	*	*	0.00	*	*	11	*
7	*	*	83.33	*	*	16.67	*	*	0.00	*	*	12
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.00	51.72	54.55	83.33	39.66	40.00	11.67	8.62	5.45	60	58	55

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	27.27	*	*	72.73	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	36.36	*	*	36.36	*	*	27.27	*	*	11	*
7	*	*	41.67	*	*	58.33	*	*	0.00	*	*	12
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.00	25.86	26.79	56.67	44.83	57.14	13.33	29.31	16.07	60	58	56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	45.45	*	*	54.55	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	45.45	*	*	45.45	*	*	9.09	*	*	11	*
7	*	*	41.67	*	*	58.33	*	*	0.00	*	*	12
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.00	17.24	32.14	68.33	68.97	62.50	1.67	13.79	5.36	60	58	56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- 1.

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
749	52.5	7.5	0%

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	56	7.5
Foster Youth	0	0%
Homeless	1	0.1
Socioeconomically Disadvantaged	393	52.5
Students with Disabilities	41	5.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.9
American Indian	6	0.8
Asian	6	0.8
Filipino	1	0.1
Hispanic	437	58.3
Two or More Races	13	1.7
Pacific Islander		
White	266	35.5

Conclusions based on this data:

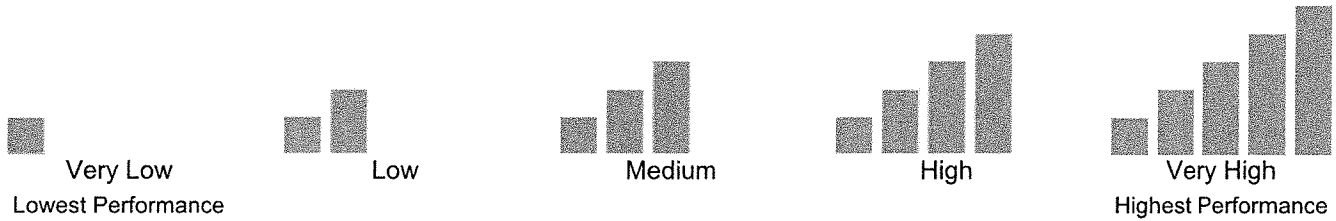
1.

School and Student Performance Data

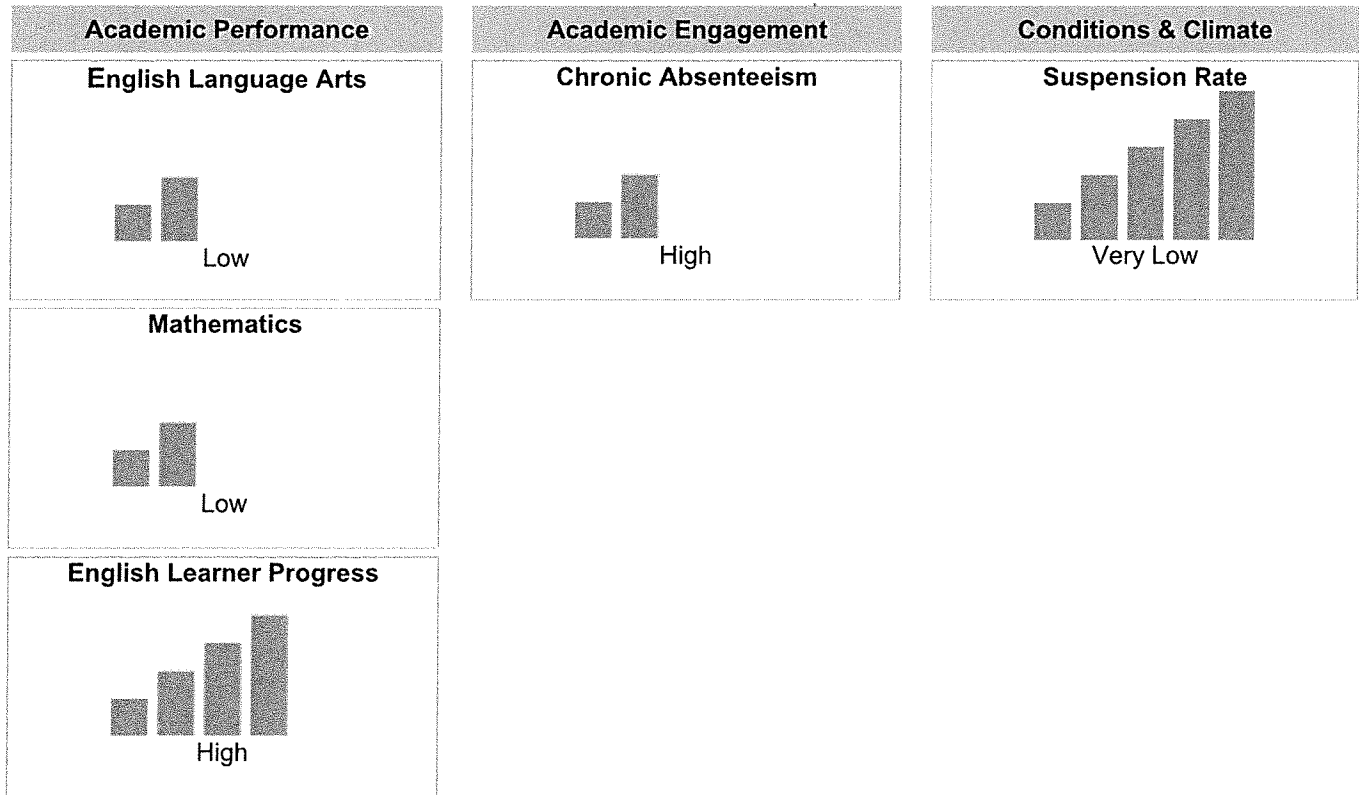
Overall Performance

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).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

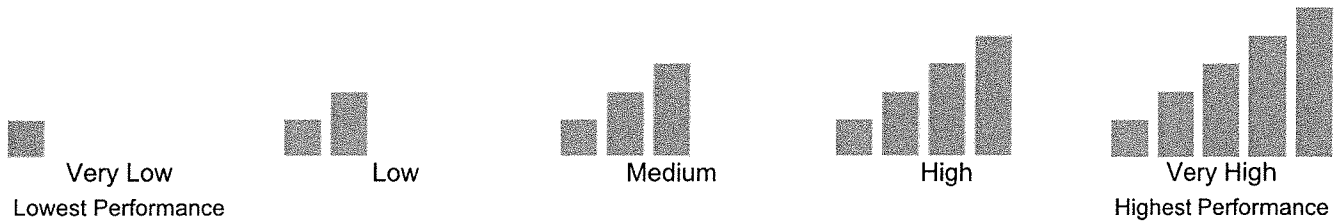
- 1.

School and Student Performance Data

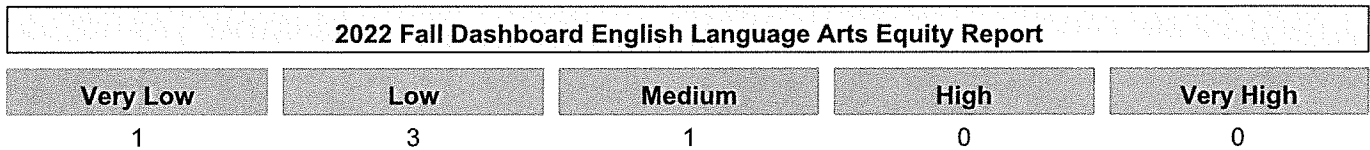
Academic Performance English Language Arts

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).





This section provides number of student groups in each level.



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
<p>Low 5.4 points below standard 435 Students</p>	<p>Low 45.7 points below standard 50 Students</p>	<p>No Performance Level 1 Student</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level 1 Student</p>	<p>Low 22.3 points below standard 240 Students</p>	<p>Very Low 86.7 points below standard 33 Students</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 6 Students	No Performance Level 4 Students	No Performance Level 3 Students	
Hispanic	Two or More Races	Pacific Islander	White
 Low 13.9 points below standard 270 Students	No Performance Level 10 Students		 Medium 9.7 points above standard 141 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
67.0 points below standard 39 Students	29.8 points above standard 11 Students	1.2 points below standard 377 Students

Conclusions based on this data:

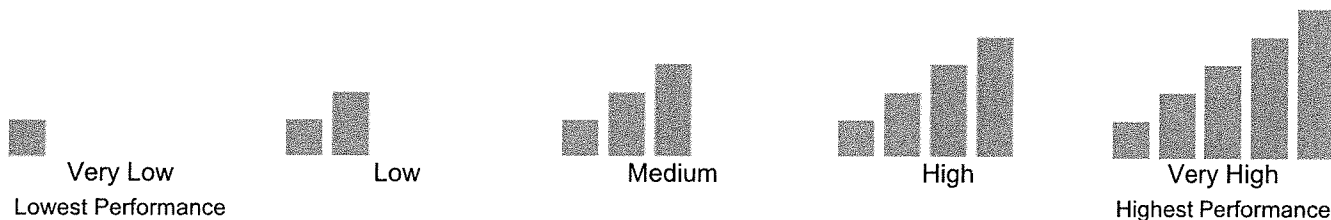
- 1.

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).





This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
1	4	0	0	0

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
<p>Low 39.3 points below standard 430 Students</p>	<p>Low 77.3 points below standard 49 Students</p>	<p>No Performance Level 1 Student</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level 1 Student</p>	<p>Low 57.1 points below standard 237 Students</p>	<p>Very Low 111.6 points below standard 33 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 6 Students	No Performance Level 4 Students	No Performance Level 3 Students	
Hispanic	Two or More Races	Pacific Islander	White
 <p>Low 43.8 points below standard 266 Students</p>	No Performance Level 10 Students		 <p>Low 27.1 points below standard 140 Students</p>

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	Reclassified English Learners	English Only
97.4 points below standard 38 Students	8.0 points below standard 11 Students	34.8 points below standard 373 Students

Conclusions based on this data:

- 1.

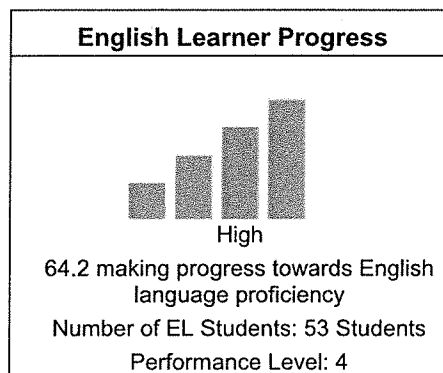
School and Student Performance Data

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



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
24.5%	11.3%	18.9%	45.3%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

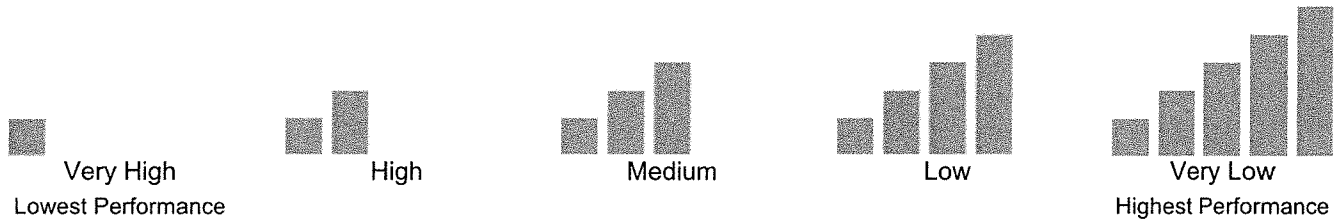
- 1.

School and Student Performance Data

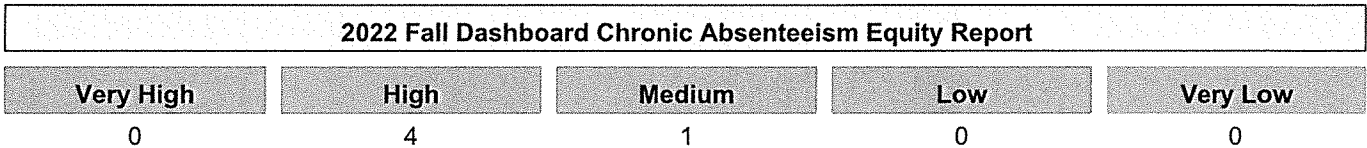
Academic Engagement Chronic Absenteeism

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).





This section provides number of student groups in each level.



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		
<p>All Students</p> <p>High 11.8% Chronically Absent 765 Students</p>	<p>English Learners</p> <p>High 15.3% Chronically Absent 59 Students</p>	<p>Foster Youth</p> <p>No Performance Level Less than 11 Students 2 Students</p>
<p>Homeless</p> <p>No Performance Level Less than 11 Students 1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>High 17% Chronically Absent 407 Students</p>	<p>Students with Disabilities</p> <p>High 14.3% Chronically Absent 49 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>No Performance Level 21.4% Chronically Absent 14 Students</p>	<p>No Performance Level Less than 11 Students 7 Students</p>	<p>No Performance Level Less than 11 Students 9 Students</p>	<p>No Performance Level Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>High 13.3% Chronically Absent 443 Students</p>	<p>No Performance Level 21.1% Chronically Absent 19 Students</p>		 <p>Medium 7.7% Chronically Absent 272 Students</p>

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation 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](#).

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

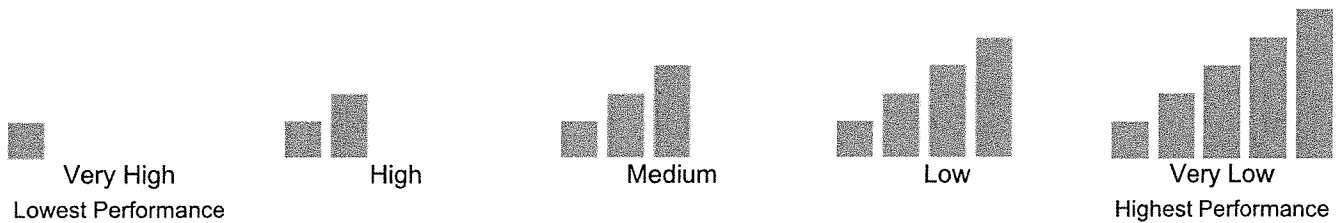
- 1.

School and Student Performance Data

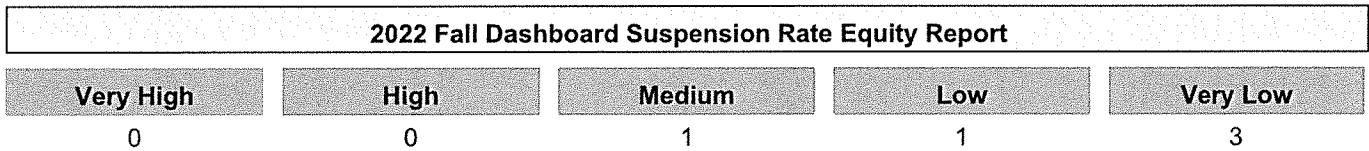
Conditions & Climate Suspension Rate

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](#).

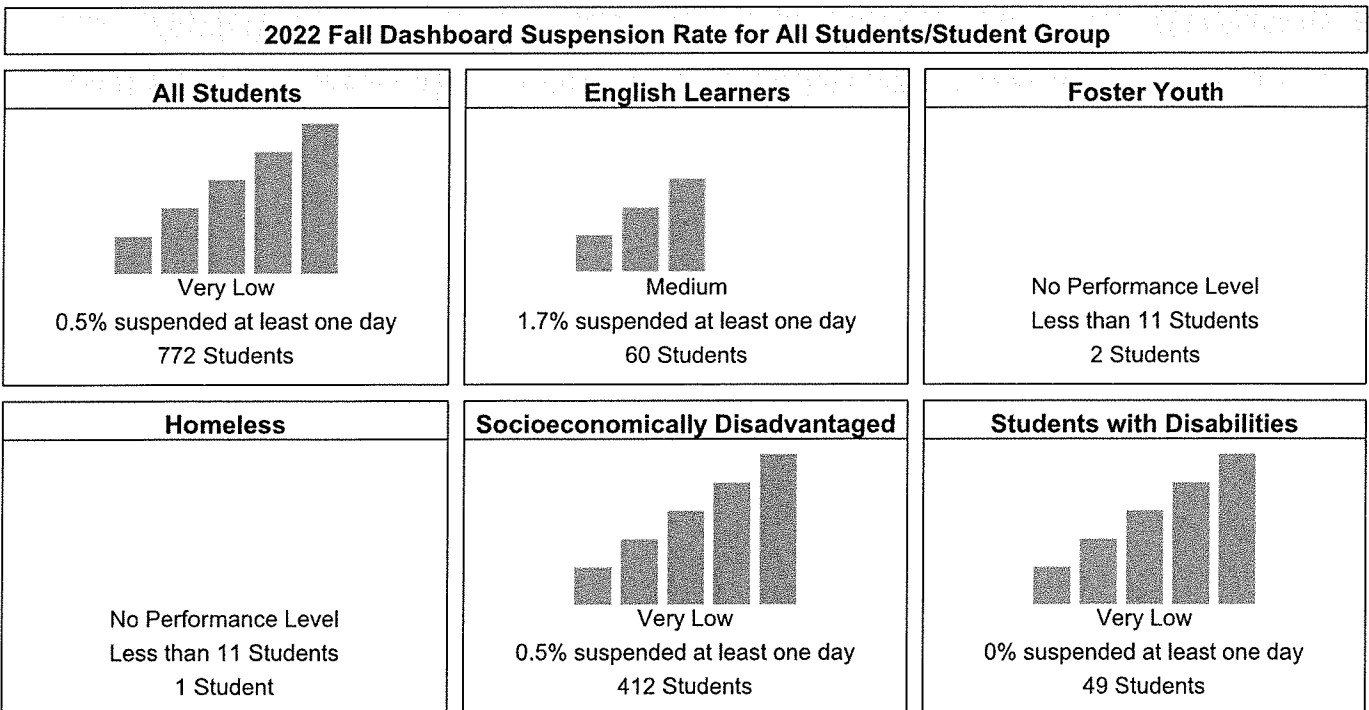
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



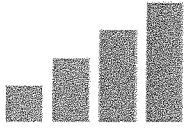
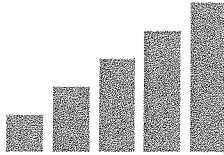
This section provides number of student groups in each level.



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 by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>No Performance Level 0% suspended at least one day 14 Students</p>	<p>No Performance Level Less than 11 Students 7 Students</p>	<p>No Performance Level Less than 11 Students 9 Students</p>	<p>No Performance Level Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Low 0.7% suspended at least one day 448 Students</p>	<p>No Performance Level 0% suspended at least one day 19 Students</p>		 <p>Very Low 0.4% suspended at least one day 274 Students</p>

Conclusions based on this data:

- 1.

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

Increase Student Achievement in English Language Arts

LEA/LCAP Goal

All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language, using high quality instructional programs.

Goal 1

Liberty will increase the number of students who meet or exceed the standard for ELA by 20 points above level 3.

Identified Need

Although the Students with Disabilities student subgroup increased 31.7 points, the performance level category was Orange and 79.2 points below standard. The English Learners subgroup increased 20 points, yet the performance level category was Yellow and 23.7 points below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

Standards-Aligned Instructional Materials

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)
50,000.00	LCFF None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional Programs and Assessments

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)

74,389.00

Source(s)

LCFF

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional Support Staff

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)

84,272.00

Source(s)

LCFF

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology Services

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)

60,000.00

LCFF
None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff Professional Development

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)

3,500.00

Source(s)

LCFF
None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

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.

None Specified
None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

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.

None Specified

None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

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.

None Specified

None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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.

All actions were implemented. Students, including low income and English Learner students, were provided up to date instructional materials including web-based programs to support student learning. The district maintained quality instructional support staff, classified and certificated, to facilitate and support student learning. Technology services were maintained to ensure all students have a device to learn with, devices are kept up to date, and the district has connectivity for all students and staff to access the internet and educational resources.

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

There were no differences between intended implementation and/or budgeted expenditures.

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.

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

Learning Environment

LEA/LCAP Goal

Students will learn in a safe, positive learning environment, where they are supported, engaged, and feel connected to their school.

Goal 2

Liberty will provide a positive school climate, pupil engagement, connectedness, and encourage parent involvement through monitoring the extent to which suspension, expulsion, and chronic absenteeism rates decline or maintain

Identified Need

The district developed this goal given there are a significant numbers of high needs (unduplicated) students, which experience barriers to learning that require specialized staff to care for these students' special circumstances. Much of these barriers include health and wellness as well as social and emotional challenges. High needs students, including those students from low-income families and students who are foster youth, may lack the resources necessary to access the types of health and social/emotional supports that reduce barriers to learning.

Although suspension and expulsion rates remain low, there are specific student subgroups which continue to have difficulty (English language learner) (2019, 0.4% Increase CA Dashboard Suspension Indicator).

Additionally, there are specific student groups that continue to have difficulty with attendance (Low Income) (2019, 4.1% Increase CADashboard Chronic Absenteeism).

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Coordination of Student Support

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)
300,000.00	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Intervention Resource Classroom

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)
96,000.00	LCFF None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Health Professionals

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)
90,000.00	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Attendance/Behavior Rewards

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)
20,000.00	LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Engagement

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)
5,000.00	LCFF None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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.

District student programs and services have led to a slight decline in suspensions, but an increase in chronic absenteeism due to missed days of school to quarantine. Short-term independent study was provided to all students who were out to quarantine, however, if students did not complete their independent study work, they did not receive attendance credit. The attendance clerk and teachers

consistently contacted parents to collect any student independent study classwork that was not turned in.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies to meet the 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.

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

Qualified Staff

LEA/LCAP Goal

Liberty District will hire, support, and retain qualified teachers, which are appropriately assigned and fully credentialed.

Goal 3

Liberty will hire qualified staff and provide ongoing professional development to ensure high retention rates.

Identified Need

Teachers who are provided with high quality professional development and training, are designed to build their content knowledge and further develop their pedagogy. Professional development and training designed to build the ability of teachers to support English learners and provide up-to-date instructional materials to students in all content areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Teacher Professional Development

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)
19,000.00	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

New Teacher Support and Assessment

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)
6,000.00	LCFF None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teacher Collaboration Opportunities

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)
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

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.

None Specified
None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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.

Outcome data indicate 100% of new teachers are working towards completing the induction program, 100% of teachers are appropriately assigned, 81% of teachers are fully credentialed, and 100% of teachers received professional development. Providing resources for teachers to attend professional development was necessary to meet this goal and improve student outcomes.

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

There were no differences between implementation and budgeted expenditures. Unspent LCFF funds from the Induction program and roving substitutes will be carried forward.

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.

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

LEA/LCAP Goal

Goal 4

Our school will monitor and provide intervention for students who scored did not meet standard in Language Arts and Mathematics. (Currently, we have 118 students in ELA and 157 students in mathematics who did not meet the standard.)

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

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.

None Specified
None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

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.

None Specified
None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

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.

None Specified
None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

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.

None Specified
None Specified

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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)

Strategy/Activity

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.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$808,161.00

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 (\$)
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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 (\$)
	\$0.00
LCFF	\$808,161.00

Subtotal of state or local funds included for this school: \$808,161.00

Total of federal, state, and/or local funds for this school: \$808,161.00

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
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Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	808,161.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	379,161.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF	429,000.00
None Specified	LCFF	379,161.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	272,161.00
Goal 2	511,000.00
Goal 3	25,000.00

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:

- X School Principal
- X Classroom Teachers
- X Other School Staff
- X Parent or Community Members
- X Secondary Students

Name of Members	Role
Stesha Newkirk	Principal
Itzel Howard	Classroom Teacher
Lisa Nelson	Classroom Teacher
Ana Gonzalez	Parent or Community Member
Danielle Story	Parent or Community Member
Chelsea McCarthy	Parent or Community Member
Kelly Saechao-Elizalde	Parent or Community Member
Natalie Lew	Parent or Community Member
Tessa Wilson	Parent or Community Member
Loni MacDonald	Parent or Community Member
Student Leadership Team	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:

Signature

Committee or Advisory Group Name

	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Other: School Staff

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 3/21/23.

Attested:

Principal, Stesha Newkirk on 3/21/23

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fq/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fq/fo/af/>

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