Liberty School
2013-14 School Accountability Report Card
and 2014-15 Single Plan for Student Achievement

I. About This School

Contact Information

Liberty School	**Liberty School District**
Liberty School Road	Liberty School Road
Petaluma, CA 94952	Petaluma, CA 94952
Phone: (707) 795-4380	Phone: (707) 795-4380
Fax: (707) 795-6468	Fax: (707) 795-6468
www.libertysd.org	www.libertysd.org
Christopher Rafanelli, Principal	Christopher Rafanelli, Superintendent
crafanelli@libertysd.org	crafanelli@libertysd.org
CDS Code: 49-70797	CDS Code: 49-70797

School Description

Liberty School is a small country school in an agricultural area northwest of Petaluma.   It serves approximately 213 pre-kindergarten through sixth grade students. We are proud of our dynamic staff, active community, well-behaved students and parent support. In addition, Liberty is the most awarded school in Sonoma County with recognition from the California Distinguished School program, the national Blue Ribbon Award program, and the California Scholar School recognition from the California Business Roundtable. Our credentialed staff includes a total of nine classroom teachers, a resource specialist teacher, a superintendent/principal, and the following support personnel: secretary, account clerk, business manager consultant, custodian, special education assistant, special friend aide, two math specialists, library aide, computer lab instructor, science instructors, art instructor, PE instructor, music educator, and twelve classroom assistants. In addition, Liberty School District has a before and after school Daycare, a morning and afternoon tutoring program, an active parent and teacher group known as the Liberty School Foundation, and the Liberty School Site Council. Class size reduction is implemented in kindergarten through third grade.

In the 2006-07 school year the California Virtual Academy @ Sonoma (CAVA), an independent study charter school, was formed as a new school under the auspices of the Liberty School District. CAVA has its own school board and functions independently of the Liberty District, although Liberty provides financial oversight and advice on Board function. CAVA is serving approximately 900 students in kindergarten through 12th grade in 2013-14.

Mission and Vision Statement

The mission of Liberty School is to prepare children academically and socially to function responsibly in society and to envision and achieve their goals in life.

Our vision is to create an environment which encourages every child to work to his or her potential, one which builds basic skills, kindles and nourishes curiosity, teaches problem-solving, encourages children to love learning, and inspires both teachers and children. Liberty School provides opportunities for children to develop personal and civic responsibility, self-discipline, necessary life skills for economic independence, and a positive code of ethics supported by the community at large. We respect each individual, honor differences, and we strive to strengthen the community by educating its children and engaging families in the educational process. The high academic standards we hold for our students are reflected in our focus on the California Content Standards.

The Single Plan for Student Achievement

This Plan represents a logical, sequential, and systematic approach to strengthening the school programs and instruction. All of the school's curricular content, which is organized in specific subject areas, is addressed in the plan to ensure that the improvement effort is comprehensive and encompasses a balanced curriculum. It is intended to be a working document that will regularly be updated as revisions are required.

The responsibility for this plan belongs to the School Site Council, which directs its development and implementation. During the development of the plan, various resources will be utilized in order to ensure compliance to legal requirements. These could include the following: state curriculum frameworks, state standards and objectives, reform documents, handbooks, and/or Model Curriculum Guides. It is understood by all staff and is be available to all parents.

School Site Council

The School Site Council is elected and operates according to state law. It's comprised of four staff members including the principal and three teachers. The remaining four Council members are parents of students attending Liberty or community members. The members receive appropriate training and participate in planning, implementing, and evaluating programs. The School Site Council is legislatively required to:
- develop a comprehensive plan designed to improve the effectiveness of the school program
- annually review the plan and make modifications to the plan to reflect changing needs and priorities of the District and the school
- recommend approval of the revised plan to the District School Board

Site Council Membership 2014-15

Staff:	Judy Bowser, Teacher-Chair	Parents:	Amanda Arntz
	Chris Rafanelli, Principal		Michael Hearty
	Margie Minner, Teacher		Amy Grant
	Nick Buckley, Teacher		Vacant

Opportunities for Parental Involvement

There are many ways that Liberty School encourages and provides opportunities for parent involvement. There is an active parent-teacher organization (Foundation) which meets monthly, the purpose of which is to promote and enrich the welfare and educational experiences of the children at Liberty School, and to bring into closer relationship the home and the school.

Parents are encouraged to participate on the School Site Council, which meets bimonthly. Parents on the council become informed, share information, discuss needs and successes, and plan school program improvements. The council develops a comprehensive plan designed to improve the effectiveness of the school. All parents are invited to attend the meetings.

Teachers are pleased to have parent volunteers in the classroom. Other volunteer opportunities exist in the library, chaperoning field trips, and sporting events, and all of our school and Foundation sponsored events. The school honors all volunteers with a volunteer coffee.

All parents are expected to participate in Back to School Night and yearly Parent Conferences. In addition, we hold yearly celebrations for the school community including Winter and Spring Concerts, Pancake Breakfast, Family Fun Night, a Walk-A-Thon, Pasta Dinner, and Open House.

Please contact the school principal, Chris Rafanelli at (707) 795-4380 for more information on ways to volunteer at school.

Student Enrollment by Grade Level in 2013-14

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	36
Grade 1	31
Grade 2	32
Grade 3	30
Grade 4	33
Grade 5	23
Grade 6	29
Total Enrollment	214

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0%	White (not Hispanic)	80%
American Indian or Alaska Native	1%	Multiple or No Response	0
Asian	2%	Socioeconomically Disadvantaged	12%
Filipino	1%	English Learners	11%
Hispanic or Latino	16%	Students with Disabilities	12%

Average Class Size and Class Size Distribution

Data reported are the average class size (i.e., number of students), by grade level, as reported by CBEDS.

Grade Level	2012-13 Avg. Class Size	Number of Classrooms 1-20		1-20	2013-14 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2014-15 Avg. Class Size	Number of Classrooms 1-20	21-32	33+
K	16		1.5		22		1.5		22		1.5	
1	20	1.5			20	1.5			20	1.5		
2	20	1.5			20	1.5			20	1.5		
3	20	1.5			20	1.5			20	1.5		
4	22		1		33		1		30		1	
5	30		1		24		1		30		1	
6	26		1		29		1		24		1	

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. This program was adjusted with the new Local Control Funding Formula (LCFF) in the 2013/2014 school year. Funding is provided to participating school districts to decrease the size of K-3 classes to 24 or fewer students per certificated teacher. 100% of the students in grades K – 3 participated in this program.

II.   School Safety and Climate for Learning

School Safety Plan

Liberty School maintains a comprehensive school safety plan that is updated annually. The Safety Plan was last discussed with staff, updated, and approved by the School Board in March of 2014. The plan includes disaster preparedness, emergency protocols, and a host of policies and procedures designed to keep our school, students, and staff safe. All employees attend annual mandatory trainings on a variety of first aid and safety topics including: blood borne pathogens, anaphylactic shock, CPR, first aid, hazardous communication, safety in the workplace, use of school defibrillators, and disaster preparedness. The Liberty School Safety Plan is available in the school office for review and at libertysd.org.

School Discipline Practices

The staff and community of Liberty School value a school where every student is free to learn and play in an environment that is safe, supportive, comfortable, and free from outside interference and harm. We emphasize the development of courtesy, self-responsibility, and self-esteem. The school community works to reinforce and model positive and courteous behavior.

The following strategies are used to both encourage and recognize cooperative and positive behavior both in the classroom and on the playground:

- A School-wide bi-monthly Theme, which emphasizes positive traits. The themes for 2014-15 are Positive Attitude/Actions, Citizenship/Courage, Friendship/Kindness, Cooperation/Responsibility, Courtesy/Respect, Honesty, Patience, and Perseverance
- Conflict Resolution
- I Messages
- Verbal reinforcement
- Nifty Kid Assemblies and Awards
- Class meetings and discussions
- Chance box in the office used for classroom and school-wide positive behavior
- Go Home Folders
- Positive behavior and self-esteem are also supported by such classroom strategies as Tribes, Class Meetings, Student Council, and other programs.

Suspensions and Expulsions

Rate	School			District		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

III.   School Facilities

School Facilities Conditions and Improvements

Liberty School District completed an extensive modernization and remodel in the summer of 2013. Portable classroom buildings were replaced with purpose built classrooms. A new main office and courtyard were also included. The older buildings were completely remodeled and the playground was also rehabilitated. In the summer of 2003 the Staff Room was completely renovated with new flooring and cabinets installed. The classrooms and office are kept clean. Garbage is emptied every other day or as needed and the floors are vacuumed three days a week. The restrooms are cleaned on a daily basis. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Previously, the kindergarten playground was refurbished through the support of the Board of Trustees, The Liberty School Foundation and the generous support of local contractors and artisans. The project came in under budget and on time, allowing for the current kindergarten class (2012-2013) to enjoy the playground from the very first day of school.

School Facilities Conditions – Results of Inspection and Evaluation

The Liberty School site was inspected on January 16, 2015 using the Interim Evaluation Instrument. All areas of the school were determined to be in good repair. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	√		
Mechanical Systems	√		
Windows/Doors/Gates (interior and exterior)	√		
Interior Surfaces (walls, floors, and ceilings)	√		
Hazardous Materials (interior and exterior)	√		
Structural Damage	√		
Fire Safety	√		
Electrical (interior and exterior)	√		
Pest/Vermin Infestation	√		
Drinking Fountains (inside and outside)	√		
Restrooms	√		
Sewer	√		
Playground/School Grounds	√		
Other			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2011-12	2012-13	2013-14	2013-14
With Full Credential	10	10	10	10
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	**Taught by Non-NCLB Compliant Teachers**
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	NA	NA
Low-Poverty Schools in District	NA	NA

Teacher Evaluation Process

Teachers are evaluated on a regular basis according to a process outlined in the negotiated contract. All evaluations were completed during the 2013-14 school year.

Substitute Teacher Availability

The district and school maintain a list of credentialed teachers and the areas they are qualified to teach. We continue to have a sufficient number of teachers to maintain the continuity of instruction.

V.   Support Staff

This table displays, in units of full-time equivalents (FTE), the number of support staff who are assigned to the school. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Library Media Services Staff (paraprofessional)	.375
Psychologist	.1
Nurse	.05
Speech/Language/Hearing Specialist	.50
Resource Specialist (non-teaching)	.8
Other	

VI.   Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	100%	0
Mathematics	100%	0
Science	100%	0
History-Social Science	100%	0
Health	100%	0

Enrichment Services

Liberty School District excels on many levels and provides a high quality educational program. Liberty offers a variety of enrichment experiences in addition to the regular educational program.

- Weekly **Classroom Music** is provided for all students and involves singing, music reading, musical history, and ear training as well as public performances.
- A weekly **Band Program** is available for grades 4 – 6, with yearly performances.
- A weekly **Chorus Program** is available for grades 4 – 6, with yearly performances.
- An **Art Instructor Program** is provided for grades 4-6.
- **Science Instruction** is provided for all students by a science teacher.
- A **PE program** is provided for grades K-6 by a PE teacher.
- **Computer instruction** is provided to all students.
- After school enrichment classes organized by and Enrichment Coordinator (e.g. **Spanish, Mandarin, piano, puppetry, cartooning, etc…** are available to all students)
- **Drama Club** provides an opportunity for grades 4 – 6 to sing, dance and act in a performance each spring.

Instructional Minutes

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	42,205	36,000
1 - 3	52,220	50,400
4 - 6	58,245	54,000

Total Number of Minimum Days

There were 10 minimum days in the 2013-14 school year.

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Average Teacher Salary
School Site	8,767	_---__	66,273
District	---	---	---
Percent Difference School Site and District	---	---	---
State	8,867	---	64,335
Percent Difference School Site and State	1.1%	---	9.7%

Types of Services Funded

Liberty School uses supplemental dollars to fund a number of programs. The programs funded through these categorical funds are: Classroom aides, bilingual aides, enrichment instruction, tutoring, staff development, library services, translation, instructional materials and supplies, and technology.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/

Category	District Amount	State Average For Districts In Same Category 13-14
Beginning Teacher Salary	$44,566	$42,625
Mid-Range Teacher Salary	$63,017	$61,530
Highest Teacher Salary	$79,091	$79,729
Average Principal Salary (Elementary)	$76,000	$92,955
Superintendent Salary	$44,250	$106,757
Percent of Budget for Teacher Salaries	40%	39%
Percent of Budget for Administrative Salaries	7%	7%

IX. Analysis of Current Educational Practice

The following statements characterize educational practice at this school:

1. **Alignment of curriculum, instruction and materials to content and performance standards:**

   The District has adopted grade level content standards that meet or exceed the State standards for each core subject area. The District follows the State schedule for adoption and purchase of new standards-based, State-adopted curriculum materials for each subject. The District designates days each year for staff development focusing on curriculum alignment with standards, the effective implementation of the new curriculum materials, as well as training to improve the instructional strategies and practices of the classroom teachers.

   Parents receive copies of the grade level standards at Back-to-School Night in August, at which time curriculum materials and the instructional program are discussed. Parents are informed of their child(ren)'s

academic progress and performance on grade-level assessments at the parent-teacher conferences in November. All parents are notified in writing if their children are failing, or are at risk of failing, to meet grade level standards.

2. **Availability of standards-based instructional materials appropriate to all student groups:**
Core Curriculum We have an abundance of standards-based materials for the core curriculum in both math and language arts. The language arts program especially provides materials for flexible grouping of students based upon their level of achievement. We are adding to our instructional materials for science & social studies each year. In addition, we are reviewing math programs this year.

Resource Students All students in our Resource Program have access to the core curriculum in the regular classroom. They also receive specific instruction in language arts and math using standards based materials.

ELL Students All ELL students have access to the core curriculum in the regular classroom. They also receive specific instruction using intervention programs through our EL teacher and bilingual aide.

3. **Alignment of staff development to standards, student performance and professional needs:**
Staff development is closely aligned to standards, assessed student performance and the professional needs of the staff. In an implementation year, the primary focus is on staff receiving the training they need to most successfully implement the material. Summer training opportunities are provided, as well as Staff Buy Back Days in which the new implementation is thoroughly discussed and analyzed. Staff spends a full day analyzing the student results from state mandated testing, and what the impact of those results might have on instructional planning. Teachers attend trainings individually throughout the year that also support their professional development.

4. **Services provided by the regular program to enable under-performing students to meet standards:**
All regular classroom teachers provide extensive interventions for under-performing students. Student assessments are analyzed and used to guide instructional planning. Those students not meeting standards are targeted for group or individual interventions within the regular program. This intervention is frequently done with the aid of the instructional assistant, or the resource program assistant. The assistant accomplishes this by working with a small group of students or monitoring the class as the teacher works on specific skills with an identified group. Assignments are modified to meet the needs of the under-performing student in the regular program. Extensive use of parent volunteers also enables the regular teacher in meeting the needs of all students. There is an after-school reading tutoring program for students in K – 3 who are at risk of not meeting grade level standards. There is also a tutoring program for students in grades 4 – 6 in math.

5. **Services provided by categorical funds to enable under-performing students to meet standards:**
Instructional assistants are critical to meeting the needs of the under-performing student. Our ELL assistants also provide a valuable service in assisting those who need vocabulary review. Special Education assists in providing valuable classroom based assistance, and individual or small group direct instruction to identified students. As part of our school-based coordinated program, students can be served through the special education program even if they have not qualified for special education.

6. **Use of state and local assessments to modify instruction and improve student achievement:**
We participate fully in the state mandated STAR Testing program. The staff meets for a day prior to the start of the instructional year, with the sole purpose of studying the results from these tests. The results are compared with results from classroom based assessments, and teacher observation of student performance in the classroom. Results are used in Student Study Team Meetings, the development of IEPs, conferences with parents, and in grouping students within the classroom. Local assessments include those provided within the district adopted language arts and math programs. These are used as indicators of student performance for the report card, as well as indicators for the teachers to use as they plan and adjust the curriculum.

7. **Family, school, district and community resources available to assist under-performing students:**

Due to the rural location of our school, there are limited community resources available to families of under-performing students. We do provide a summer school program for students who are at risk of not meeting grade level standards. Our teachers often provide before and after-school assistance to students as needed. All families are provided with available information regarding language acquisition and health care providers. Our weekly bulletin is translated into Spanish.

8. **School, district and community barriers to improvements in student achievement:**
    The isolation of our location is a barrier to our families in accessing help beyond our district. However, Liberty School is focused on improving student achievement for all of our students and provides extra help and support as needed.

9. **Limitations of the current program to enable under-performing students to meet standards:**
    A major limitation of the current program is the continued or expanded funding for instructional assistants within the regular classroom, especially in grades 4-6. We see a need to break our classes into smaller instructional groupings based upon their skill levels. This requires another adult in the room to assist either with the group or the rest of the class. Despite the inconsistencies of education funding from the State, we have made it a priority at Liberty to continue to fund instructional assistants for each classroom, with additional time for grades 4 – 6, due to their larger size.

X.   Student Performance

Data Summary
The following analysis represents conclusions from the data in the Student Performance section.
1. When making a thorough analysis of the student data as reported through the STAR program, care must be taken when making generalizations as we have a small student population. Many generalizations are impacted by natural changes in student population through mobility, rather than through the improvement process.
2. It is not possible for the school to include student results by various learning populations (i.e. ELL/Special Education) due to the very small numbers. The state doesn't provide disaggregated data for groups with a population smaller than 10 at each grade level. Liberty carefully tracks the progress of these students on an individual basis.
3. The percentage of students who achieved at the Proficient or Advanced level on the California Standards Tests (CST) in English-language arts and math continues to remain high and may vary due to differing factors.

Standardized Testing and Reporting (STAR)
Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-6 are tested annually in various subject areas. In the 2006-07 school year, the STAR program included California Standards Tests (CST) in English-language arts and mathematics in grades 2-6, and science in grade 5. A norm-referenced test, the California Achievement Test version 6, (CAT-6) in reading, language, spelling, and mathematics was given to students in grade 3.

California Standards Tests (CST)
The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and the percent of students not tested can be found at the California Department of Education Web site at http://star.cde.ca.gov or by speaking with the school principal. **Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less**.

CST - Three Year Comparison – All Students

Percent of Students Achieving at Proficient or Advanced Levels

Subject	Liberty School			Liberty District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English-Language Arts	82	80	82	82	80	82	52	54	56
Mathematics	87	88	83	87	88	83	48	50	51
Science	72	83	78	72	83	78	54	57	60

All Students By Grade Level

	English/Language Arts				Mathematics				Science		
	2010	2011	2012		2010	2011	2012		2010	2011	2012
2nd	90	67	84		83	91	74		NA	NA	NA
3rd	63	83	90		93	100	87		NA	NA	NA
4th	86	79	93		73	78	97		NA	NA	NA
5th	92	81	74		96	92	93		72	83	78
6th	80	89	67		88	76	67		NA	NA	NA

CST – Results by Student Group – 2012

Percentage of Students in Each Group Achieving at Proficient or Advanced Levels

An * indicates the number of students is numerically insignificant

Group	English-Language Arts	Mathematics	Science 5th Grade
African American	*	*	*
Asian	*	*	*
Hispanic or Latino	76	67	*
White (not Hispanic)	82	86	80
Male	78	88	*
Female	84	86	*
Economically Disadvantaged	79	63	*
English Learners	73	67	*
Students with Disabilities	65	76	*

School Multiple Measures Assessments

Data reported are the percent of students meeting or exceeding the district standard. Liberty School maintains very high academic standards that are monitored and assessed through the use of both the state testing and through school based assessments. The following table demonstrates the performance level of Liberty students over a three year period based on school assessment data.

Grade Level	Reading			Writing			Mathematics		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
K	78	77	73	80	82	81	83	82	81
1	81	79	78	78	80	79	82	82	83
2	84	83	81	73	75	79	85	86	84
3	74	82	80	75	72	75	86	88	83
4	79	77	86	80	74	85	88	84	89
5	79	80	80	75	79	78	91	90	89
6	80	80	78	82	77	69	88	80	78

California English Language Development Test (CELDT) Report

The CELDT Test is a mandated assessment which is initially given to all students who have indicated on their Home Language Survey (HLS) that a language other than English is spoken at home. The first year of administration was the 2001-2002 school year. In the 2002-2003 school year, the CELDT was only given to those incoming students who had non-English marked on their HLS, and to those who are identified in the English Language Learner (ELL) program. This statistic represents the statewide matched cohorts.

Three-Year Comparison – Matched Cohorts
(This table shows the growth of the same group of students over these three years)

2011-12	2012-13	2013-14
535.5		

State Performance Bands
(This table shows the assessment levels necessary to reach the different state performance levels)

Grade Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
K	409 and below	410-457	458-505	506-553	554 and above
1	423 and below	424-470	471-516	517-563	564 and above
2	442 and below	443-482	483-523	524-564	565 and above
3-6	446 and below	447-487	488-528	529-568	569 and above

California Physical Fitness Test Results

In the spring of each year, each school is required by the state to administer a physical fitness test to all students in the 5th grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas: aerobic capacity; body composition; abdominal strength; trunk extension; upper body strength; and flexibility.   Students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in **all six fitness areas** are considered to be physically fit in the 'healthy fitness zone' (HFZ).

The table below displays the percentage of 5th grade students who met the standards in all six areas, five areas, four areas, etc. Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at http://www.cde.ca.gov/statetests/pe/pe.html.

	Healthy Zone						
# of 5th Grade Students	Percentage of Students meeting 6 of 6 Standards	Percentage of Students meeting 5 of 6 Standards	Percentage of Students meeting 4 of 6 Standards	Percentage of Students meeting 3 of 6 Standards	Percentage of Students meeting 2 of 6 Standards	Percentage of Students meeting 1 of 6 Standards	Percentage of Students meeting 0 of 6 Standards
26	44	22	26	8	0	0	0
All CA	29	26	19	12	8	4	2

Academic Performance Index (API)

The **Academic Performance Index (API)** is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE website at http://www.cde.ca.gov/ta/ac/ap/ .

API Ranks -- Three-Year Comparison
This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009-10	2010-11	2011-12
Statewide	913	909	909
Similar Schools	10	10	10
Overall	10	10	9

API Changes by Student Group -- Three Year Comparison
This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2009-10	2010-11	2011-12	2012
All Students at the School	9	-4	-3	909
Hispanic or Latino	NA	NA	NA	NA
White (not Hispanic)	4	4	-5	914
Socioeconomically Disadvantaged	NA	NA	NA	NA
English Learners	NA	NA	NA	NA

Adequate Yearly Progress
The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:
- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria
This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	No	No
Number of Schools Currently in Program Improvement	---	0

Other Ways We Measure Student Success

Our staff analyzes and uses the results from the state-testing program, both for program adjustments, and for individual student interventions. Each grade level also has multiple measures which are given several times during the year to measure students' progress toward meeting the grade level standards. At the end of the year each teacher completes a chart which displays the students' scores on the multiple measures and to what degree they have met the grade level standards. Our school is not, however, a "test driven" school. The school board, our parent community and our staff, all emphasize many other aspects of student and school success as we reflect on our programs. We are a school that emphasizes the whole child through our high standards for student behavior, personal relationships with students and their families, and small rural atmosphere. We have a high number of inter-district students who attend Liberty for both our high academic achievement and for the "community and family" feel we create. By continuing to provide a program which is rigorous and successful for students, we will continue to attract students to our school.

XI.   Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Site Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, and students with exceptional needs. The Council also obtained and considered the input of the school community. Based upon this analysis, the Council has established the following performance improvement goals, actions and expenditures.

School Goal #1			
50% of all students will achieve at Proficient or Advanced level in English/ language arts and 55% in math as reported by the 14/15 CAASPP results.			
Student groups and grade levels to participate in this goal: All student groups will participate.		**Anticipated annual performance growth for each group:** Same goal for all students.	
Means of evaluating progress toward this goal: STAR test results.			

Actions to be Taken to Reach This Goal	Timeframe	Estimated Cost	Funding Source
- Staff to implement standards based language arts materials including language arts adoption in order to ensure implementation of standards in language arts. - Continued implementation of standards based math materials - Review standards in math and language arts - Review CAASPP results	Monitored throughout the school year. On-going On-going Summer of 2015		General Fund/Supplemental Funding

School Goal #2

Each class will give students opportunities in science education. Student performance will be evaluated using a grade-level common rubric multiple times a year.

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
All students.	By the end of 5th grade, 85% of students will score proficient or advanced on the 5th grade CST Science Test.

Means of evaluating progress toward this goal:

Student science tests, experiments and journal samples as judged by district rubrics.

Actions to be Taken to Reach This Goal	Timeframe	Estimated Cost	Funding Source
• Staff development in the use of new science materials. • Purchase supplemental science materials as needed to ensure implementation of standards. • Engage instructional assistants in remediation through targeted use of aides in classrooms.	On-going 2014/2015 Summer and Fall 2013 On-going		General Fund

School Goal #3

Student data from district assessments will be incorporated into student performance data and will be included in analysis of school performance.

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
All students.	Student performance as measured through district, state and teacher evaluation materials.

Means of evaluating progress toward this goal:
Collection of data and multiple measure forms from staff.

Actions to be Taken to Reach This Goal	Timeframe	Estimated Cost	Funding Source
• The staff will identify and group students as determined by their performance on district and state assessments. • Students in subgroups with populations too small to monitor, will be tracked independently to ensure their progress in meeting goals. • Teachers will give Multiple Measure assessments to students three times a	On-going Fall 2014 On-going		General Fund

year to assess progress toward meeting standards. • Teachers will work collaboratively to confirm that common interpretations of assessments are used.	Fall, Winter, and Spring Fall 2015, On-going		

School Goal #4

Special populations of students (ELL, Special Education, at-risk and under-performing learners) will be monitored by individual student results and progress on standardized tests, district assessments and results from intervention programs in place for those students. Specific and prescriptive interventions will be determined by these results.

Student groups and grade levels to participate in this goal: Ell, Special Education, and all students assessed to be under-performing.	Anticipated annual performance growth for each group: Student progress will be monitored on an individual basis.

Means of evaluating progress toward this goal:
Students will be monitored for growth through the CST and CELDT data.

Actions to be Taken to Reach This Goal	Timeframe	Est. Cost	Funding Source
• Purchase supplemental language arts materials as needed to ensure implementation of standards. Materials may include Read Naturally; SRA kits; Specific Skills series; Modern Curriculum Press Phonics program; and Accelerated Reading quizzes. • Purchase supplemental math materials as needed to ensure implementation of math standards • Reconfigure groups in classes according to performance levels in math and language arts as needed.	Fall of 2014 Continuous throughout school year. On-going		General Fund

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The School Site Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

4. This school plan is based upon 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.

5. This school plan was adopted by the School Site Council on: January 12, 2015

Attested:

School principal   Signature of school principal   Date

SSC chairperson   Signature of SSC chairperson   Date