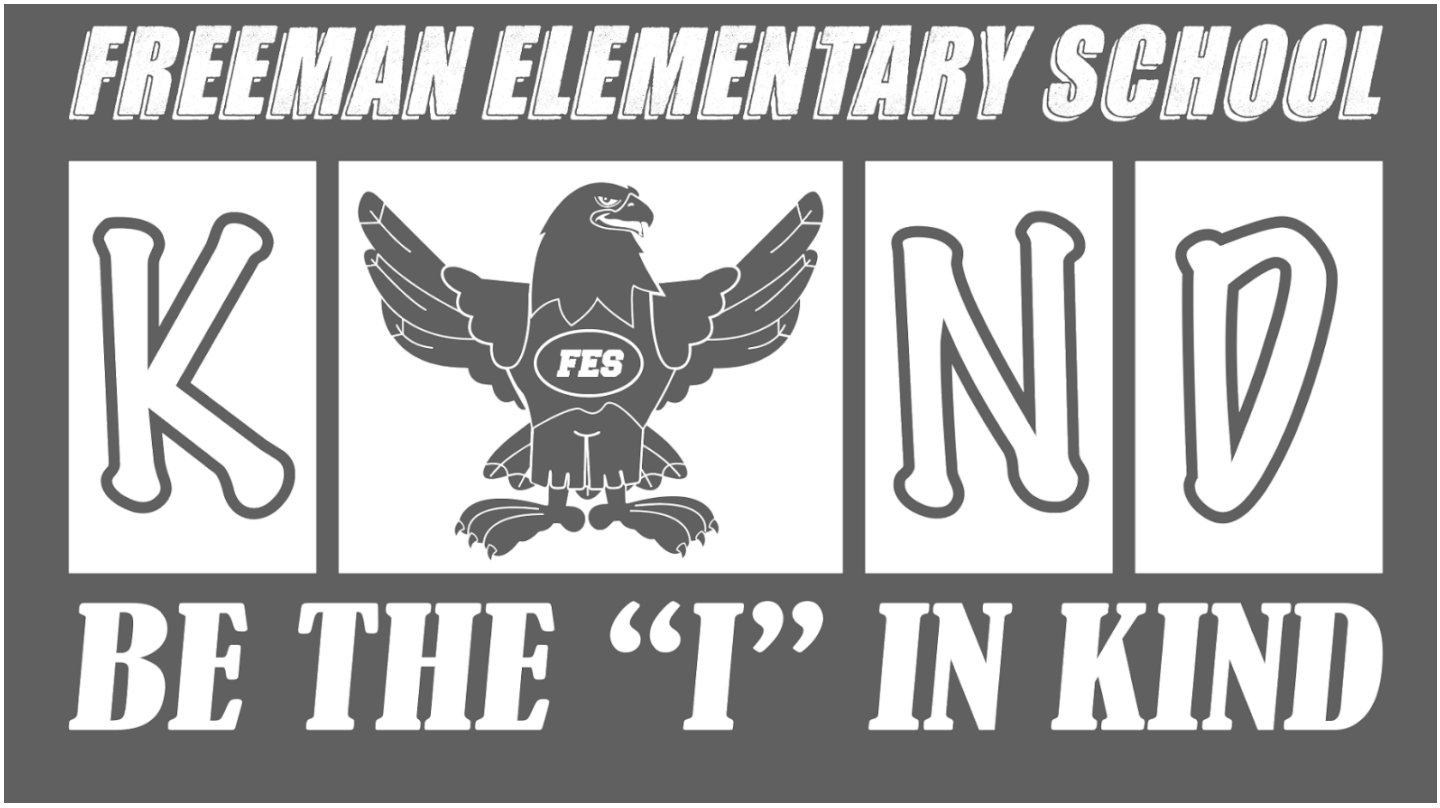
School Year: **2022-23**



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
Freeman Elementary School	57727100000000		

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-Wide Plan meets the Every Student Succeeds Act (ESSA) requirements through:

- A comprehensive needs assessment was conducted that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing or are at risk of failing, to meet the challenging state academic standards. The process consisted of a comprehensive needs assessment with all community stakeholders as well as surveys. The stakeholders involved included English Learner Advisory Committee (ELAC), School Site Council (SSC), teacher leadership team, students, Site, and District Office Administration. The process consisted of analysis of various data points from the California Dashboard, and local site level indicators. Stakeholders held dialogue around the data and provided feedback in terms of the root causes, and next steps (action items) moving forward.

- The school-wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:

- Strategies that the school is implementing to address the school's needs by providing opportunities for all students to meet the challenging state academic standards.
- The use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.
- Programs, activities, and courses necessary to provide a well-rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

The school-wide plan continues to address parent and family engagement by conducting outreach to all parents and family members, including:

- A school and family engagement policy.
- A school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

Stakeholder 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

Freeman Elementary School's Site Council (SSC) meets at least 5 times per year, and reviews the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participates in the needs assessment process, and develops and approves the annual School Plan. Formal needs assessments were conducted with multiple stakeholder groups at Freeman including English Language Advisory Committee (ELAC), SSC, staff, and students. Each meeting included an in-depth review of the most recent local data of progress. Some data points were attendance, reclassification, suspension rates, i-ready data, and progress towards Specific

Measureable Attainable, Relevant, and Timely (SMART) goal completion. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff, and students. Student input was gathered through the needs assessment process that included focus groups and surveys that identified strengths and areas of focus of the school. Student focus groups were created, with a balanced representation of student groups. Thirty-three students participated in the focus groups (3rd- Sixth grades) and 204 students completed the survey.

Student focus groups completed a needs assessment by reviewing academic, and local data. After reviewing the data both student groups concluded that the area of focus should be to continue to keep the focus on reading and math and add a strong focus on a positive school climate. Students then provided an analysis of causes and collaborated to provide recommendations to improve outcomes for students. During the construction of the plan, Freeman's youth advisory council met on March 29, 2022 to review the plan offer suggestions, and provide feedback on the strategies chosen for implementation. Students indicated that in order to enhance Freeman's school climate staff should focus on having class meetings more often (Daily/Weekly) that teach replacement behaviors, provide more incentives for students through the PBIS Rewards, and have a staff member available when students do need time for refocusing/reflection. Staff should continue to seek ways to promote engagement through incentives and by "making learning fun," etc. From the student survey results, 53.1% of students indicated that they have been a victim of bullying. This reinforced the importance for teachers to teach replacement behaviors almost daily. Additionally, 91% of students indicated that "my school wants me to do well." Although students felt that our staff wants them to flourish, we still have 9% who didn't strongly agree with this statement.

Additional needs assessments were conducted with other stakeholder groups. On March 23, 2022, Freeman's teacher leadership team conducted an in-depth review of students' performance data, identified promoting a positive school climate as an area of need, and proposed actions and strategies to support these needs. An area of focus included providing more activities for students during unstructured times, increasing the focus on positive behaviors, investing in a supplemental behavior management program, and providing a place for students to attend when they need additional time to calm down and participate in the Rachel's Challenge program.

According to the teacher survey that was conducted 72% of teachers in grades 2nd-6th used Read Naturally with fidelity. During the upcoming year, a focus on increasing this to 100% is important. Additionally, during one of the student focus groups, students indicated that they enjoy using the Read Naturally curriculum because it measures their fluency, teaches vocabulary, and provides general knowledge about various topics ranging from Science to Social Studies.
ELAC and teacher leadership staff reviewed the SPSA on February 24, 2022, and March 23, 2022, respectively, and provided additional feedback. SSC reviewed the plan on February 23, 2022, offered recommendations, and after considering recommendations from all groups /approved the SPSA on April 27, 2022. ELAC families strongly felt that a program to help students learn their math facts more proficiently is needed. For this reason, Freeman Elementary School will implement a 28-Club Multiplication Challenge in grades 3rd-6th as well as measure progress towards the 28-Club.

The school-wide plan was developed to support the needs of the students at the school as identified through the comprehensive needs assessment. The comprehensive needs assessment was conducted using a "fishbone" strategy which is a strategy utilized to hone in on root causes based on trends identified during the data analysis process. Various stakeholders placed their ideas on virtual post-it notes and then the notes were placed together by commonalities using the Jamboard tool. Next, stakeholders were asked to identify possible solutions to the root causes. Those

commonalities were placed into this SPSA. During 2018-2019 (This was the last time state assessments were conducted due to COVID-19.) one key subgroup that increased significantly was the Students With Disabilities (SWD) as California's Dashboard indicated a surge in both reading and math. A subgroup that Freeman should continue to focus on is the socioeconomically disadvantaged (SED) subgroup. A key strategy that the school is implementing to increase achievement is the Professional Learning Community (PLC) framework that includes time built into the instructional day for students who need additional time to learn the material as well as time to accelerate students who may need to be challenged. Teachers also focused on the Cycle of Inquiry where SMART goals were implemented. Full Implementation of the PLC process on average requires about 3 years however during the 2020-21 school year the physical school closure did add an additional obstacle to achieving full implementation of the PLC framework. During 2021-2022 PLC implementation continues as we set a goal of each grade level successfully completing at least 7 SMART Goals.

In order to mitigate 'learning loss' due to the physical school closure Freeman is focused on 3 high-impact strategies: a) Identify exactly what students must learn, b) identify students for additional help by standard by student, C) provide systematic multitiered interventions. These strategies address the needs of all students at the school, but particularly the needs of those students who are at risk of not meeting the challenging academic standards. This is evidenced by the "increased significantly and "increased" scores on the California Dashboard pertaining to English Learners as well as Students With Disabilities. Surveys were also conducted to obtain additional insights. From the teacher survey, it was noted that 73% of teachers implemented Read Naturally with fidelity. This reinforced the need to continue the focus on reading as well as our Professional Learning Community (PLCs) focus.

During the 2021-22 school year the needs assessment process that was conducted by students, parents, and teachers also identified the need for small-group interventions, as well as a focus on promoting a positive school climate. Funds in this site plan are also aimed at providing more targeted support for core subjects.

Furthermore, the goals in the site plan address the following four areas:
1.) College and Career Ready
2.) Academic Intervention and Support
3.) English Learners
4.) Creating Meaningful Leadership Opportunities for Students

Freeman's site plan is in direct alignment with the Local Control and Accountability Plan (LCAP).

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	54	52	55
Grade 1	60	62	58
Grade 2	79	68	63
Grade3	79	80	61
Grade 4	65	85	79
Grade 5	66	70	76
Grade 6	69	66	69
Total Enrollment	472	483	461

Conclusions based on this data:

1. Our two largest groups of students are Hispanic and White.
2. Freeman's Asian population continues to increase.
3. During 2019-2020 there were 483 students however during the COVID-19 pandemic (2020-2021) enrollment dropped to 461 students. This is a decline if 22 students. The decline necessitated the need for a 5th/6th grade combination class.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	163	157	150	34.5%	32.5%	32.5%
Fluent English Proficient (FEP)	102	105	89	21.6%	21.7%	19.3%
Reclassified Fluent English Proficient (RFEP)	39	33	9	21.7%	20.2%	5.7%

Conclusions based on this data:

1. The overall trend has been a decrease of the total EL student population.
2. There has been a decline of students classified as Fluent English Proficient this may be correlated to fewer ELs or the interruption caused by COVID-19.
3. The percentage of students who were reclassified decreased by 16% during the past 3 years. This reinforces the need to have a strong focus on literacy that includes reading intervention for English Learners.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	62	75	51	59	75	0	59	75	0	95.2	100	0.0
Grade 4	64	62	74	63	62	0	63	62	0	98.4	100	0.0
Grade 5	64	65	71	64	64	0	64	64	0	100	98.5	0.0
Grade 6	64	64	63	64	64	0	64	64	0	100	100	0.0
All Grades	254	266	259	250	265	0	250	265	0	98.4	99.6	0.0

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2385.	2385.		15.25	9.33		15.25	20.00		28.81	26.67		40.68	44.00	
Grade 4	2441.	2422.		19.05	9.68		14.29	16.13		28.57	27.42		38.10	46.77	
Grade 5	2443.	2480.		3.13	20.31		26.56	18.75		20.31	25.00		50.00	35.94	
Grade 6	2498.	2518.		6.25	6.25		37.50	43.75		28.13	29.69		28.13	20.31	
All Grades	N/A	N/A	N/A	10.80	11.32		23.60	24.53		26.40	27.17		39.20	36.98	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.56	13.33		42.37	52.00		44.07	34.67	
Grade 4	12.70	6.45		52.38	51.61		34.92	41.94	
Grade 5	7.81	15.63		50.00	51.56		42.19	32.81	
Grade 6	12.50	10.94		51.56	56.25		35.94	32.81	
All Grades	11.60	11.70		49.20	52.83		39.20	35.47	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.56	5.33		32.20	49.33		54.24	45.33	
Grade 4	17.46	11.29		38.10	40.32		44.44	48.39	
Grade 5	4.69	21.88		42.19	43.75		53.13	34.38	
Grade 6	7.81	18.75		51.56	59.38		40.63	21.88	
All Grades	10.80	13.96		41.20	48.30		48.00	37.74	

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.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.86	9.33		66.10	68.00		22.03	22.67	
Grade 4	14.29	8.06		63.49	69.35		22.22	22.58	
Grade 5	4.69	10.94		51.56	62.50		43.75	26.56	
Grade 6	4.69	9.38		75.00	67.19		20.31	23.44	
All Grades	8.80	9.43		64.00	66.79		27.20	23.77	

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.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.17	6.67		49.15	60.00		40.68	33.33	
Grade 4	20.63	9.68		52.38	53.23		26.98	37.10	
Grade 5	9.38	17.19		48.44	50.00		42.19	32.81	
Grade 6	21.88	20.31		53.13	62.50		25.00	17.19	
All Grades	15.60	13.21		50.80	56.60		33.60	30.19	

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. Schoolwide 36% of students met or exceeded standard on overall ELA achievement on the Spring 2019 CAASPP. (California Assessment of Student Performance and Progress) Freeman does not have data available as the CAASPP was cancelled during 2020.
2. Overall 73% of Freeman students were near or above standard in the listening domain. This was the domain that was the strongest for English Language Arts.

3. Overall 61% of our students scored near or above standard with the writing domain. This was the domain that was the lowest for the English Language Arts therefore this will be a key component of the guided reading plan for 2021-2022 year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	62	75	51	62	75	0	62	75	0	100	100	0.0
Grade 4	64	62	74	64	62	0	64	62	0	100	100	0.0
Grade 5	64	65	71	64	64	0	64	64	0	100	98.5	0.0
Grade 6	64	64	63	64	64	0	64	64	0	100	100	0.0
All Grades	254	266	259	254	265	0	254	265	0	100	99.6	0.0

* 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2397.	2380.		6.45	2.67		22.58	16.00		32.26	32.00		38.71	49.33	
Grade 4	2448.	2430.		7.81	3.23		28.13	17.74		32.81	38.71		31.25	40.32	
Grade 5	2440.	2461.		4.69	7.81		20.31	14.06		17.19	32.81		57.81	45.31	
Grade 6	2494.	2532.		12.50	31.25		15.63	18.75		37.50	21.88		34.38	28.13	
All Grades	N/A	N/A	N/A	7.87	10.94		21.65	16.60		29.92	31.32		40.55	41.13	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.52	6.67		43.55	40.00		41.94	53.33	
Grade 4	25.00	14.52		29.69	27.42		45.31	58.06	
Grade 5	4.69	14.06		34.38	23.44		60.94	62.50	
Grade 6	21.88	43.75		37.50	18.75		40.63	37.50	
All Grades	16.54	19.25		36.22	27.92		47.24	52.83	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.52	8.00		41.94	37.33		43.55	54.67	
Grade 4	12.50	11.29		39.06	33.87		48.44	54.84	
Grade 5	7.81	9.38		39.06	45.31		53.13	45.31	
Grade 6	9.38	21.88		35.94	46.88		54.69	31.25	
All Grades	11.02	12.45		38.98	40.75		50.00	46.79	

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.29	6.67		43.55	46.67		45.16	46.67	
Grade 4	12.50	6.45		54.69	37.10		32.81	56.45	
Grade 5	3.13	6.25		39.06	42.19		57.81	51.56	
Grade 6	12.50	28.13		46.88	40.63		40.63	31.25	
All Grades	9.84	11.70		46.06	41.89		44.09	46.42	

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. Overall 28% of students are meeting or exceeding academic standards in math.
2. Overall, Concepts and Procedures, Problem Solving and Data Analysis, and Communicate Reasoning have all increased in terms of students who are above standard throughout the past 3 years. This may be attributed to the school's focus in math during PLC time.
3. Nearly 72% of students are below or near standard.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1422.3	1449.1	1363.4	1436.3	1461.1	1373.4	1389.5	1420.8	1340.1	23	17	27
1	1407.2	1402.6	1355.7	1419.8	1416.1	1391.0	1394.1	1388.7	1319.8	28	21	22
2	1469.3	1432.7	1339.9	1481.4	1451.7	1360.1	1456.8	1413.1	1319.4	36	24	13
3	1464.5	1452.3	1370.9	1458.2	1462.8	1366.0	1470.2	1441.4	1375.4	22	26	22
4	1493.9	1516.7	1437.4	1506.7	1514.6	1441.9	1480.6	1518.4	1432.5	21	18	24
5	1497.1	1512.0	1443.0	1504.8	1522.4	1436.3	1489.0	1501.1	1449.3	12	14	23
6	1413.1	1512.6	1498.1	1405.6	1515.9	1502.7	1420.3	1508.9	1492.8	14	13	18
All Grades										156	133	149

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	60.87	35.29	0.00	*	47.06	40.74	*	5.88	29.63	*	11.76	29.63	23	17	27
1	*	4.76	0.00	*	19.05	9.09	*	47.62	40.91	*	28.57	50.00	28	21	22
2	55.56	4.17	0.00	30.56	37.50	15.38	*	37.50	30.77	*	20.83	53.85	36	24	13
3		11.54	4.55	50.00	34.62	4.55	*	30.77	40.91	*	23.08	50.00	22	26	22
4	*	5.56	4.17	52.38	66.67	12.50	*	27.78	54.17	*	0.00	29.17	21	18	24
5	*	14.29	4.35	*	28.57	26.09	*	42.86	34.78	*	14.29	34.78	12	14	23
6		0.00	5.56	*	61.54	27.78	*	30.77	44.44	*	7.69	22.22	14	13	18
All Grades	26.92	10.53	2.68	35.90	40.60	20.13	17.31	32.33	39.60	19.87	16.54	37.58	156	133	149

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	65.22	47.06	0.00	*	35.29	48.15	*	5.88	25.93	*	11.76	25.93	23	17	27
1	*	4.76	13.64	*	47.62	9.09	*	33.33	36.36	*	14.29	40.91	28	21	22
2	80.56	16.67	7.69	*	54.17	23.08	*	8.33	23.08	*	20.83	46.15	36	24	13
3	*	42.31	4.55	*	38.46	18.18	*	0.00	27.27	*	19.23	50.00	22	26	22
4	52.38	44.44	12.50	*	33.33	37.50	*	22.22	33.33	*	0.00	16.67	21	18	24
5	*	42.86	13.04	*	35.71	43.48	*	7.14	26.09		14.29	17.39	12	14	23
6	*	23.08	16.67	*	53.85	38.89	*	23.08	33.33	*	0.00	11.11	14	13	18
All Grades	48.72	30.83	9.40	25.64	42.86	32.21	11.54	13.53	29.53	14.10	12.78	28.86	156	133	149

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	60.87	35.29	0.00	*	52.94	74.07	*	11.76	25.93	23	17	27
1	*	38.10	22.73	42.86	47.62	31.82	*	14.29	45.45	28	21	22
2	77.78	20.83	7.69	*	58.33	30.77	*	20.83	61.54	36	24	13
3	*	11.54	9.09	50.00	65.38	45.45	*	23.08	45.45	22	26	22
4	*	33.33	20.83	52.38	55.56	45.83	*	11.11	33.33	21	18	24
5	*	21.43	17.39	*	64.29	60.87		14.29	21.74	12	14	23
6	*	23.08	16.67	*	76.92	50.00	*	0.00	33.33	14	13	18
All Grades	46.79	25.56	13.42	36.54	59.40	50.34	16.67	15.04	36.24	156	133	149

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	65.22	76.47	7.41	*	11.76	66.67	*	11.76	25.93	23	17	27
1	39.29	0.00	4.55	46.43	80.95	72.73	*	19.05	22.73	28	21	22
2	83.33	33.33	15.38	*	54.17	53.85	*	12.50	30.77	36	24	13
3	*	69.23	4.55	*	11.54	54.55	*	19.23	40.91	22	26	22
4	66.67	72.22	20.83	*	27.78	66.67	*	0.00	12.50	21	18	24
5	*	57.14	30.43	*	28.57	39.13		14.29	30.43	12	14	23
6	*	30.77	33.33	*	61.54	66.67	*	7.69	0.00	14	13	18
All Grades	57.69	48.12	16.11	28.85	39.10	60.40	13.46	12.78	23.49	156	133	149

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.88	7.41	60.87	82.35	70.37	*	11.76	22.22	23	17	27
1	*	4.76	0.00	*	57.14	9.09	64.29	38.10	90.91	28	21	22
2	47.22	8.33	0.00	33.33	41.67	23.08	*	50.00	76.92	36	24	13
3		3.85	0.00	*	42.31	18.18	68.18	53.85	81.82	22	26	22
4	*	0.00	4.17	*	72.22	20.83	61.90	27.78	75.00	21	18	24
5		0.00	8.70	*	64.29	39.13	*	35.71	52.17	12	14	23
6	*	0.00	0.00	*	38.46	16.67	78.57	61.54	83.33	14	13	18
All Grades	20.51	3.76	3.36	33.33	55.64	30.20	46.15	40.60	66.44	156	133	149

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	56.52	82.35	3.70	*	5.88	48.15	*	11.76	48.15	23	17	27
1	*	9.52	0.00	*	47.62	36.36	53.57	42.86	63.64	28	21	22
2	*	4.17	0.00	63.89	54.17	46.15	*	41.67	53.85	36	24	13
3	*	3.85	0.00	63.64	73.08	40.91	*	23.08	59.09	22	26	22
4	*	22.22	4.17	71.43	77.78	54.17	*	0.00	41.67	21	18	24
5	*	0.00	4.35	*	78.57	60.87	*	21.43	34.78	12	14	23
6	*	7.69	11.11	*	76.92	77.78	*	15.38	11.11	14	13	18
All Grades	19.23	17.29	3.36	55.13	58.65	51.68	25.64	24.06	44.97	156	133	149

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. Overall 1st-3rd grades decreased on ELPAC (English Learner Proficiency Assessment for California) scores while Kindergarten and grades 4th-6th increased.
2. While the percentage of students who are on level 4 decreased the percentage of students who are level 3 increased from the previous year.
3. The percentage of students who are well developed decreased from 19.23 to 17.29. The balanced-literacy approach that will be implemented will assist in increasing these scores.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
461	**74.6**	**32.5**	**2.6**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	150	32.5
Foster Youth	12	2.6
Homeless	9	2.0
Socioeconomically Disadvantaged	344	74.6
Students with Disabilities	104	22.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.9
American Indian or Alaska Native	3	0.7
Asian	17	3.7
Filipino	1	0.2
Hispanic	363	78.7
Two or More Races	8	1.7
Native Hawaiian or Pacific Islander		
White	57	12.4

Conclusions based on this data:

1. Almost 3 out of 4 students are economically disadvantaged. Ensuring that these students master key concepts is crucial to their learning.

2. 22.6% of Freeman students have a disability. This requires providing students with more time to learn the material or presenting the material in by using a multifaceted approach (Visuals, kinesthetic etc.)

3. There are 9 students who are homeless. Ensuring that more support for these students is allocated will assist in addressing their needs. The social worker will keep these students on his/her radar.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. Freeman must work to increase the overall performance from yellow to green in both math and reading.
2. Although Freeman decreased its Chronic Absenteeism rates continued focus should be placed on decreasing these rates even more.
3. Freeman increased a color from the previous year in Reading. The guided reading approach should assist with increasing reading achievement, and increase the likelihood of this color becoming green.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
28.9 points below standard	37.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++11 points	Increased ++11.8 points	8
270	158	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	34.6 points below standard	49.9 points below standard
9	Increased ++8.1 points	Increased Significantly ++60.8 points
	205	46

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 28.8 points below standard Increased ++8.8 points 233	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 0 Students	No Performance Color 25.1 points below standard Increased Significantly 21

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
98.4 points below standard Increased ++8.8 points 70	10.2 points above standard Increased Significantly 88	22.8 points below standard Increased ++9.3 points 100

Conclusions based on this data:

1. All subgroups either increased or increased significantly.
2. Students With Disabilities and students who are reclassified have "increased significantly."
3. All students are 30.4 points below standard when compared to state benchmarks. The expansion of our guided-reading program should help address these gaps.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
45.7 points below standard	51.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++6 points	Increased ++7.4 points	8
269	158	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	50.1 points below standard	75.3 points below standard
9	Maintained ++0.1 points	Increased Significantly ++48.4 points
	205	45

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 46.4 points below standard Increased ++3.2 points 232	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		No Performance Color 47.3 points below standard Increased Significantly 21

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
109.8 points below standard Maintained ++2.5 points 70	5.4 points below standard Increased Significantly 88	42.4 points below standard Increased ++7 points 99

Conclusions based on this data:

1. In math Freeman is yellow. In order to increase this color to green Freeman staff must monitor data through frequent Common Formative Assessments (CFA)s, and daily checking for understandings using a PLC (Professional Learning Community) format.
2. Students With Disabilities increased their score and are now 75.3 points below standard.
3. Students who are socioeconomically disadvantaged scored at the Orange level.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
37.4 making progress towards English language proficiency
Number of EL Students: 115
Performance Level: Low

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.

2019 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
26.0	36.5	2.6	34.7

Conclusions based on this data:

1. Our English Learner performance indicator (ELPI) level is low. This site plan aims to increase the achievement of English Learners by focusing on literacy and developing a guided reading plan during the 2021-2022 year.
2. 34.7% of English Learners progressed at least one ELPI level.
3. 26% of students decreased one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	4	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
14.7	11.9	26.7
Declined -2.1	Declined -0.5	Declined -13.3
491	168	15
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
17.6	14.5	15
Declined -32.4	Declined -2.6	Declined -12.6
17	365	107

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	26.7	Less than 11 Students - Data Not Displayed for Privacy
6	1	Declined -6.7	1
		15	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
11.9	33.3	Less than 11 Students - Data Not Displayed for Privacy	22
Declined -2.9	Increased +10.3	0	Declined -1.4
394	15		59

Conclusions based on this data:

1. The number of chronically absent students decreased overall.
2. Foster students have increased chronically absent rates.
3. Freeman increased 2 colors from red to yellow. In order to continue the upward trend Freeman must focus on engagement practices such as the ones provided by the PBIS (Positive Behavior Intervention and Support) Rewards program, as well as teachers should collaborate together in their teacher teams with a specific focus on increasing student engagement.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	2	1

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
1.8	0	6.7
Declined -0.5	Maintained 0	Declined -2.9
503	173	15

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
5.3	1.9	1.8
Increased +0.5	Declined -0.4	Declined -2.7
19	374	110

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	0	Less than 11 Students - Data
6	1	Maintained 0	1
		15	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		Yellow
1.5	6.3		3.1
Maintained 0	Increased +6.3		Declined -5.6
400	16		64

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.3	1.8

Conclusions based on this data:

1. Although suspension rates are low for all students, for students who are in the "2 or more races" subgroup the suspension rate increased by 6.3%. Freeman plans to have a stronger focus on positive behaviors, as well as continue to teach replacement behaviors.
2. Although all suspensions are low the White subgroup had a 3.1% suspension rate. This is a decline from the previous year.
3. Hispanic students maintained their suspension rates from the previous year. Overall there are few suspensions at Freeman as the staff routinely teaches and reinforces positive behavior. During 2020-21 Freeman only suspended 1 student therefore all sub-groups decreased their suspension rate.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Goal 1

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

Promote and teach skills such as life skills that will be required for College and/or Career.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who indicate they participate in activities (Such as the Let's Get Moovin' Program) during recess.	During 2020-2021 65.85% of 3rd-6th graders indicated that they participated in activities during recess.	By May 2023, increase the percentage of students who indicated that they participated in activities during recess (Such as the Let's Get Moovin' Program) from 65.85% to at least 75%.
Number of students who participate in Visual and Performing Arts.	During 2021-2022 96 students participated in band instruction.	By May 2023 increase the number of students who participate in band by at least 5% (101 students).

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 with an emphasis on Socioeconomically disadvantaged students.

Strategy/Activity

Funds will be used to establish strong Tier 1 social-emotional supports that focus on the development of skills that students will be required to demonstrate during college and/or career. Funds will also be utilized to create, organize workshops that promote college or career options including Sports programs, the arts, as well as enrichment nights. Funds may also be used in order to bring in guest speakers for college week or to attend college or career-related field trips.

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)
20,100	Supplemental/Concentration
1279	Title I Part A: Parent Involvement

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.

This year Freeman provided an increase to the enrichment programs in collaboration with the Yolo Arts Council, and the Let's Get Moovin/ Sports Program. We also increased participation in band this year. Moving forward we would like to focus on maintaining these opportunities for Freeman's students.

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

We did meet the goal as our band participation increased to 96 students this year. Freeman will also expand the opportunities students have to participate in extra curricular activities.

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.

From the student focus groups, it was determined that a need to increase instances of kindness was necessary. For this reason, the Freeman community will have a constant focus on increasing the positive behaviors of students as they prepare for college, and/or careers. While there are several core competencies that WJUSD students should encompass upon graduating as indicated in the WJUSD graduate profile. Freeman will have a focus on creating responsible and productive citizens. Students will demonstrate a strong work ethic where they complete schoolwork on time, ask for assistance when needed and contribute to society. The Positive Behavior Interventions and Supports (PBIS) Rewards program together with Rachel's Challenge will help with decreasing instances of negative behaviors. Furthermore, participation in the arts such as band, art, and sports programs can lead to increased engagement. Students felt that having class meetings more often would lead to increased instances of students treating each other with respect. Additional funding was also allocated to supplement the Sanford Harmony Curriculum.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Goal 2

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Identified Need

After a thorough analysis of our data, the school identified a need to continue with the PLC/RtI program. From the teacher survey, it was also determined that a focus on the Read Naturally reading program would increase student achievement. This was reinforced during the student focus groups as students indicated that they felt this program helped their fluency, vocabulary, and comprehension. ELAC (English Learner Advisory Committee) families also indicated that students learning their math facts would be helpful.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts (ELA).	In ELA 36% of students were classified as meeting or exceeding standards.	By May 2023 Freeman will move up to 38% meeting or exceeding standards.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	In Math 28% of students were classified as meeting or exceeding standards.	By May 2023 Freeman will increase up to 30% meeting or exceeding standards.
Performance level on ELA and Math Academic Indicator	Increase the performance level in ELA and Math from Yellow to Green.	By May 2023 Freeman will increase its performance level in ELA and Math from yellow to green as measured by CAASSP.
Number of students who are chronically absent	17.4% of students are Chronically Absent on the California Dashboard	By May 2023 Freeman will decrease the percentage of Chronically Absent students to 13.9% or less.
Student sense of safety and school connectedness	64% of fifth-grade students selected "Yes most of the time to their sense of safety.	Increase students' sense of safety from 64% to 70%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate	The suspension rate is .2%	By May 2023 decrease/maintain the suspension rate to less than .2%
Parent/family satisfaction on Healthy Kids Survey, on key indicators	73% of parents indicated that the school motivates students to learn.	83% of parents indicated that the school motivates students to learn.
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	36% of students had reached typical growth targets in reading by Jan. 2022 and in math, 32% of students had met their typical growth targets	By January of 2023 students will increase their Growth targets by 5% (ELA=38% and in Math= 34%)
Performance level on English Learner Progress Indicator (ELPI)	37.4% are making progress on ELPI Levels	Increase the percentage of students making progress towards English language proficiency to 45%.
Number of grade levels who completed at least 7 SMART goals using the Cycle of Inquiry.	4 out of 7 grade levels completed at least 7 SMART goals with at least 80% of their students demonstrating mastery on enduring standards.	Increase the number of grade levels that complete at least 7 SMART goals with at least 80% of their students demonstrating mastery on enduring standards to 7 out of 7 grade levels.
Increase the number of teachers who use Read Naturally with fidelity.	73% of 2nd-6th grade teachers indicated that they use the Read Naturally program with fidelity.	Increase this number of 2nd-6th grade teachers who use the Read Naturally reading program with fidelity to 100%.

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 with an emphasis on students who are low socioeconomically disadvantaged and English Learners.

Strategy/Activity

Funds will be used for the implementation of PLCs (Professional Learning Communities) in grades K-6th. This includes additional support staff, SSTs (Student Study Teams), additional leadership meetings, and materials.

1) The PLC framework will be used to continue to build a Response to Intervention (RTI) that hones in on 1st-best instruction. Teacher team meetings will be scheduled and notes will be taken during the meeting. Also, teachers will create common formative assessments, and use results from the CFAs to reflect on the impact of instruction as well as create intervention groups.
2.) Grade level weekly PLC Meetings will consistently use Google Docs so that all minutes, agendas, and data are located in one place and are shared by all staff.
3.) 100% of PLC lessons will be aligned to the enduring standards for the grade level. The rest of the standards will also be taught however a focus on the enduring standards will be expected.
4.) At least 7 SMART goals will be successfully completed by each grade level per year.
5.) Funds will also be spent on materials and supplies including supplemental programs to help with reducing disruptive behaviors to achieve the desired outcome.

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)
26112	Supplemental/Concentration
107503	Title I Part A: Basic Grants Low-Income and Neglected

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.

When looking at data since we began PLCs, we were experiencing an upward trend in both reading and math achievement. According to i-Ready it appears that reading is at the same level as prior to the pandemic while in math we are increasing achievement but will need more time to be at pre-pandemic levels. During the 2018-19 school year i-Ready data indicated that student learning was on the upward trend. Once COVID-19 forced the school closures our data declined. A key strategy to combat the decline due to the pandemic is that Freeman continues to utilize the PLC framework. Also, we believe that a continued focus on the Read Naturally program will help student learning as this program focuses on vocabulary, fluency, and comprehension.

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

The Fountas and Pinnell reading program was not used as often as thought. It was difficult to implement both Read Naturally as well as Fountas and Pinnell during the same year. Our local assessments did indicate an increase to reading achievement from the previous year in reading we should continue to build upon that growth.

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.

In order to effectively implement the Professional Learning Community (PLC) framework, the following will be focused on more heavily:

- At least 7 Specific Measurable Attainable, Relevant, Timely (SMART) goals must be successfully completed by each grade level.
- Increase the number of staff members who can assist with the reteach/accelerate groups in order to create smaller groupings.
- i-Ready data, interim SBAC data, and SBAC data will be triangulated in order to determine if our goals are working.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Goal 3

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Identified Need

Based on the i-Ready English Learner data we have identified that students have gaps in their learning. The English Learner Specialist will coordinate additional reading intervention groups for English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the reclassification rate for English Learners.	5.1% of English Learner Students were reclassified during the 2019-2020 school year.	By 2023 increase the reclassification rate from 5.1% to at least 7.0% (The State Average was 6.9%).
English Learner Progress Indicator (ELPI)	37.4% are making English Learner progress.	Increase the number of students who are making progress on the English Learner Progress Indicator to 45%.
Increase the EL growth as measured by Ii-ready	In March of 2022 English Learners had grown 70% of their typical growth.	By March of 2023, English Learners will grow at least 85% in reading progress towards their typical growth as measured by I-ready.
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	Members from the leadership team rated an average of 3.5 in terms of Principle 1 implementation of the California English Learner Roadmap Scale.	Maintain a rating of 3.5 and also focus on principle 2.

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 with an emphasis on students who are English Learners and socioeconomically disadvantaged.

Strategy/Activity

Funds are allocated to providing additional reading interventions to English Learners. This plan will assist students in moving at least 1 ELPI level per year to prevent English Learners from becoming Long-Term English Learners (LTELs). English Learners will have multiple opportunities to increase their literacy skills. Additionally, this includes funds to pay staff members an hourly rate to assess students' reading levels, and pay for translations.

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)
6740	Supplemental/Concentration

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.

I-ready small groups lessons were used with English Learners along with other useful tools to assist in building students' literacy skills. ELs participated in the Response to Intervention (RtI) Process and teachers also were trained on the Read Naturally curriculum.

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

Freeman began making expenditures to increase its balanced-reading approach to teaching English Learners. The Fountas and Pinnell and the Encore 2 Read Naturally program were purchased to assist with teaching English Learners. Freeman is organizing both of these supplemental programs to increase the feedback that is given to students in terms of literacy practices.

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.

73% of teachers in grades 2nd-6th indicated that they were using the Read Naturally with fidelity. The Read Naturally program focuses on fluency, writing, comprehension, and accuracy. Additional funds were allocated to further support literacy among English Learners. The major difference is the addition of a literacy intervention class for English Learners.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Goal 4

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Identified Need

Creating more leadership opportunities for Freeman students is an area of continued focus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged.	During 2021-22 Freeman collaborated with 4 organizations (2 Churches, Let's Get Moovin' Sports Program, and the Yolo Arts Council.)	Continue with the collaboration with our partners however organize 2 service projects throughout the year.
Number of extracurricular programs offered.	Freeman offered enrichment opportunities (ART, and Sports) enrichment opportunities during the 2021-2022 year.	Freeman will maintain the number of enrichment programs available to students.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys.	185 students in grades 3rd-6th completed the student surveys which led to the creation of the SPSA. This is 39% of all students.	Maintain or increase the number of participants to provide insights in the composition of the SPSA.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement).	During 2021-2022 33 students in grades 3rd-6th provided input in the creation of the SPSA. (7% of all Students)	Increase the number of students who provided input to at least 40 students
The Number of Participants in Freeman's Youth Advisory Council.	During 2021-2022 15 students participated in Freeman's Youth Advisory Council.	Increase the number of students who participate in the Youth Advisory Council to at least 20 students.

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 will be served through this strategy.

Strategy/Activity

During the needs assessment process students indicated that a focus on "making learning fun" would help students want to attend school. Teaching students about leadership as well as providing students more leadership opportunities will lead to more engaged students. Funds will be used to increase leadership opportunities for students. This may include the following:

- Funds to pay Rachel's Challenge personnel to train the Youth Advisory Council on promoting Random Acts of Kindness throughout the school.
- Funds will also be used to pay a staff member an hourly wage to facilitate this group.

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)
7276	Supplemental/Concentration

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.

During 2021-22 Freeman staff created a Youth Advisory Council leadership team at Freeman.

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

This year a student council was formed that included 15 participants. They led the school in promoting spirit, and provided feedback to this SPSA as well as spearheaded the distribution of Freeman's Enrichment funds. Students also conducted events that focused on increasing school pride.

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.

The Rachel's Challenge Program will be hired to train our Youth Advisory Council as we work collectively on promoting kindness throughout our school. The Council will also focus on providing the school with at least 2 service projects.

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	$108,782
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$169,010.00

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 ($)
Title I Part A: Basic Grants Low-Income and Neglected	$107,503.00
Title I Part A: Parent Involvement	$1,279.00

Subtotal of additional federal funds included for this school: $108,782.00

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 ($)
Supplemental/Concentration	$60,228.00

Subtotal of state or local funds included for this school: $60,228.00

Total of federal, state, and/or local funds for this school: $169,010.00

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:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Eduardo Gonzalez	Principal
Navdeep Brar	Other School Staff
Rosa Sanchez	Parent or Community Member
Faiza Muzzamil	Parent or Community Member
Frank Avila	Parent or Community Member
Celina Freitas	Parent or Community Member
Julia Logan	Classroom Teacher
Theresa Wheeler	Classroom Teacher
Steven Borchers	Classroom Teacher
Eugene Spencer	Parent or Community Member

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

Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 4/27/22.

Attested:

Principal, Eduardo Gonzalez on

SSC Chairperson, Eugene Spencer on

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.

Stakeholder 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.

Stakeholder 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 Stakeholder 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 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 Stakeholder 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 (Stakeholder 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/guidanceuseseinvestment.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 (Stakeholder 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/guidanceuseseinvestment.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/fg/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/fg/fo/af/

Developed by the California Department of Education, January 2019

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:

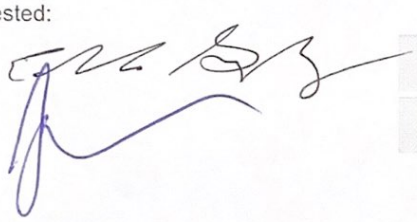
Signature	Committee or Advisory Group Name	
Wendy López L.	English Learner Advisory Committee	5/13/22

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 4/27/22.

Attested:



Principal, Eduardo Gonzalez on 5/13/22

SSC Chairperson, Eugene Spencer on 5/13/22