School Year: 2023-24

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	School Site Council (SSC) Approval Date	Local Board Approval Date
Freedom Elementary	54753250106021	August 11, 2023	August 22, 2023

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)

Targeted Support and Improvement

All schools within the Farmersville Unified School District are designated as a "Schoolwide Program" (SWP). The purpose of SWP is to improve academic achievement throughout the school for all students; particularly the lowest achieving students will demonstrate proficiency on the state academic standards. The improved achievement is to result from improving the entire educational program of the school.

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

The School Plan for Student Achievement (SPSA) aligns with district Learning Continuity and Attendance Plan goals, actions, and services. Federal funds including Title I, II, III and IV supplement the SPSA goals, actions, and services to meet the needs of all students and are identified as district wide centralized services.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Freedom Elementary School utilizes annual parent and student school survey's including Title ! Parent Survey's and California Healthy Kids Student Surveys to address the effectiveness of classroom instruction, campus safety, parent communication, school programs and culture as well as the educational support systems. For staff, a professional development survey is conducted to assess teacher's professional development needs. These surveys are evaluated by district and site administration and shared with parents and teachers during School Site Council (SSC) Meetings, English Language Advisory Committee (ELAC) and staff meetings.

According to the most recent 2020-2021 Title I Parent Survey Summary
Strength Areas:
- 84% of parents feel their child receives good classroom instruction.
- 74% of parents feel Freedom is a safe place for their children.
- 82% of parents feel Freedom places the proper emphasis on Reading.
- 83% of parents feel Freedom places the proper emphasis on Math.
- 80% of parents are satisfied with the education their child is receiving at Freedom.
- 81% of parents feel welcomed at Freedom.

Growth Areas:
- 57% of parents know their child's reading level.
- 63% of parents feel the discipline system at Freedom is usually or always fair.

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

Weekly classroom observations are conducted by school administration, Academic Coaches, and expert teacher consultants in ELA and Math. Findings indicate a need to increase literacy for English Learners and differentiate for academic needs of all students to attain mastery for achieving the Common Core State Standards.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The school is meeting performance goals. The school analyzes yearly state CAASPP and local benchmark data (every six weeks) to modify and improve student academic performance. Academic performance data is used to align instruction to the standards.

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

The school is meeting performance goals. The school assessment cycle provides student academic performance data every six weeks to identify areas for improvement. Gaps in student performance are identified and used for re-teaching purposes and to modify classroom instruction.

STAR Exceeded and Met Standards:

Reading:
Initial   Fall
4th Grade: 35.7 %   39.3%   + 3.6%
5th Grade: 36.2%   37.5%   + 1.3%
6th Grade: 27.2%   30.4%   + 3.2%

Math:
Initial   Fall
4th Grade: 38.2%   46.8%   + 8.6%
5th Grade: 43.3%   45.3%   + 2.0%
6th Grade: 39.3%   48.8%   + 9.5%

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

District teachers meet the highly qualified staff requirements established by the California Commission on Teacher Credentialing.

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

The school meets sufficiency of credentialed teachers' requirement. Teachers have access to yearly professional development opportunities and training on state- adopted instructional materials.

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

The district contracts with TCOE consultants to provide professional development in the following core content areas ELA/ELD, Math, and Science. Yearly teacher professional development surveys and CAASP data provide feedback to schools on the professional development needs of teachers.

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

The school Academic Coach and administration provide on going instructional strategy support for teachers and works directly with TCOE content experts for implementation of Common Core instructional strategies.

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

Late Start days are utilized for teacher collaboration in grade-level or department teams. Teacher collaboration time is used for curriculum alignment, developing assessments and instructional strategies.

Teaching and Learning

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

Yearly standards-based curriculum guides are developed that include instructional materials aligned to the Common Core State Standards. Teacher developed standards-based assessments are used to guide classroom instruction and student learning.

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

The school meets the state instructional minute requirements for reading/language arts and math. Identified students who perform poorly on interim assessments are provided with additional re-teaching time for reading /language arts and math.

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

Grade level curriculum guides are developed in the core areas and benchmark assessments are administered every six weeks. Standards-based data dives take place and deficient students are provided with re-teaching opportunities and additional student interventions.

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

All district students have access to standards-based materials. Core instructional materials are aligned to the Common Core State Standards.

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

All K-12 adopted instructional materials are approved by the California Department of Education. Supplemental intervention instructional materials meet grade-level state standards. Students have access to standards- aligned core courses.

Opportunity and Equal Educational Access

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

District / School Local Control and Accountability Plan goals provide actions, services, and resources to ensure that underperforming students meet the standards. There is a monitoring process to ensure schools are meeting the needs of underperforming and resources are targeted to address deficient areas.

Evidence-based educational practices to raise student achievement

The school implements evidence based educational practices to address school wide academic improvement. These include targeted instructional strategies, standards-based assessments, and student academic interventions to close the achievement gap.

Parental Engagement

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

LCFF and Title I funds are utilized by the school to provide family resources and improve academic outcomes for under-achieving students. Community Liaisons brought in to support.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

SPSA development includes participation of parents, community members, teachers, and other school staff. The SPSA planning team evaluates and monitors the SPSA plan. The Consolidated Application is updated and Board approved yearly.

Funding

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

Services provided by Title I,II,III,IV funds include: academic support in ELA and math for under-achieving students, supplemental instructional materials, professional development for teachers in ELA, math, and STEM, technology resources and programs for literacy and English acquisition, and social- emotional resources to reduce negative student behavior and improve school climate, culture, and learning.

Fiscal support (EPC)

Fiscal support to achieve SPSA actions, services, and academic outcomes include school funds, district LCAP funds, Title I-IV funds that are used to supplement the SPSA. SPSA resources are allocated based on review of academic and behavior data, Learning Continuity and Attendance Plan goals, and individual school needs. SPSA resources are approved by the district and adhere to state and federal requirements.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Freedom Elementary utilizes input from our School Site Council (SSC) to review and update our annual SPSA. Our SSC is made up of parents, certificated & classified staff and administrative staff. SSC members are provided opportunities to provide feedback and make recommendations for each established school goal. We have a bilingual Community Liaison that works in collaboration with the site Principal to plan, organize, advertise, recruit, and facilitate all SSC meetings. A total of four SSC meetings were held in the 2020-21 school year and will continue to meet during the 2021-2022 school year.

Resource Inequities

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

We have resource inequities in our English Language Learner population. They aren't receiving enough support in the classroom. Currently we use a TCOE coach to help incorporate ELD strategies for good first instruction and increasing student engagement and speaking. We need additional support for small group instruction and for our newcomers to learn in environments that fit their needs. We have instructional aides, but not enough to support all language learners.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.52%		0	3
African American	0.2%	%	0%	1	0	0
Asian	0.5%	0.36%	0.52%	3	2	3
Filipino	%	%	0%		0	0
Hispanic/Latino	96.6%	96.76%	96.68%	538	537	553
Pacific Islander	%	%	0%		0	0
White	%	%	1.4%		0	8
Multiple/No Response	%	%	0%		0	0
			Total Enrollment	557	555	572

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 4	191	189	196
Grade 5	171	191	187
Grade 6	195	175	189
Total Enrollment	557	555	572

Conclusions based on this data:

1. Freedom's enrollment remains mostly the same as 2019-20.

2. Freedom's Hispanic population remains to be the highest represented ethnic group.

3. Freedom serves a diverse student population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	214	241	294	38.4%	43.4%	51.4%
Fluent English Proficient (FEP)	127	104	63	22.8%	18.7%	11.0%
Reclassified Fluent English Proficient (RFEP)	10			4.7%		

Conclusions based on this data:

1. Freedom's English Learner population has increased over the past three years.

2. The FEP student enrollment has decreased over the past three years.

3. The RFEP student enrollment has decreased over the past three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	190	184		176	183		176	183		92.6	99.5	
Grade 5	169	186		158	184		157	184		93.5	98.9	
Grade 6	197	180		170	179		170	179		86.3	99.4	
All Grades	556	550		504	546		503	546		90.6	99.3	

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

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	2387.	2399.		8.52	7.10		10.80	16.39		15.34	21.31		65.34	55.19	
Grade 5	2426.	2437.		5.73	7.61		19.75	15.76		14.01	21.20		60.51	55.43	
Grade 6	2452.	2455.		5.88	3.91		14.12	20.67		26.47	27.37		53.53	48.04	
All Grades	N/A	N/A	N/A	6.76	6.23		14.71	17.58		18.69	23.26		59.84	52.93	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	4.57	6.01		57.14	61.20		38.29	32.79	
Grade 5	5.73	8.70		48.41	58.70		45.86	32.61	
Grade 6	6.55	3.91		40.48	53.07		52.98	43.02	
All Grades	5.60	6.23		48.80	57.69		45.60	36.08	

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	5.78	2.73		37.57	49.18		56.65	48.09	
Grade 5	5.10	8.15		43.31	39.67		51.59	52.17	
Grade 6	6.02	3.91		43.37	37.43		50.60	58.66	
All Grades	5.65	4.95		41.33	42.12		53.02	52.93	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 4	3.45	6.56		67.24	61.75		29.31	31.69	
Grade 5	3.18	9.78		80.25	65.22		16.56	25.00	
Grade 6	10.71	9.50		62.50	67.04		26.79	23.46	
All Grades	5.81	8.61		69.74	64.65		24.45	26.74	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 4	8.52	8.20		60.23	59.56		31.25	32.24	
Grade 5	6.37	8.70		50.96	56.52		42.68	34.78	
Grade 6	10.00	5.59		57.06	60.89		32.94	33.52	
All Grades	8.35	7.51		56.26	58.97		35.39	33.52	

Conclusions based on this data:

1. Analyzing the Overall 2021-2022 Achievement Data for ALL students taking the CAASPP-English Language Arts/Literacy test, 23.81% of students met or exceeded expectations which was an increase of 2.34% from 2020-21.

2. Analyzing the READING 2021-22 Data for ALL students taking the CAASPP-English Language Arts/Literacy test, 57.69% of students performed at or near standard which was an increase of 8.89% from 2020-21.

3. Based on the Overall 2021-22 Achievement Data for ALL students, a slight growth (mean scale score) in grade 4, 5, and 6.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	190	183		167	182		167	182		87.9	99.5	
Grade 5	169	186		146	184		146	184		86.4	98.9	
Grade 6	197	180		159	179		159	179		80.7	99.4	
All Grades	556	549		472	545		472	545		84.9	99.3	

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

Overall Achievement for All Students													
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	2391.	2394.		1.20	2.20		10.18	11.54		28.14	31.32		60.48	54.95	
Grade 5	2416.	2416.		6.85	3.80		2.74	7.61		18.49	19.57		71.92	69.02	
Grade 6	2426.	2446.		5.66	3.91		6.29	8.94		16.98	26.82		71.07	60.34	
All Grades	N/A	N/A	N/A	4.45	3.30		6.57	9.36		21.40	25.87		67.58	61.47	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	3.05	4.40		33.54	34.07		63.41	61.54	
Grade 5	3.42	3.26		29.45	32.61		67.12	64.13	
Grade 6	2.56	5.03		25.64	38.55		71.79	56.42	
All Grades	3.00	4.22		29.61	35.05		67.38	60.73	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	2.40	3.30		40.12	37.36		57.49	59.34	
Grade 5	6.16	3.26		36.99	38.59		56.85	58.15	
Grade 6	4.40	3.35		35.22	38.55		60.38	58.10	
All Grades	4.24	3.30		37.50	38.17		58.26	58.53	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	3.01	3.85		52.41	45.60		44.58	50.55	
Grade 5	2.74	3.80		54.79	47.83		42.47	48.37	
Grade 6	6.92	1.12		52.83	58.10		40.25	40.78	
All Grades	4.25	2.94		53.29	50.46		42.46	46.61	

Conclusions based on this data:

1. Analyzing the Overall 2021-22 Achievement Data for ALL students taking the CAASPP-Mathematics test, 12.66% of students performed at the 'Standard Met' or 'Exceeded' level this was an increase of 1.64% from 2020-21.

2. Analyzing the Concepts and Procedures Data for ALL students taking the CAASPP-Mathematics test, 39.27% of students scored 'Above Standard' or 'At or Near Standard', this was an increase of 6.66% from 2021-22.

3. Analyzing the Communicating Reasoning 2021-22 Data for ALL students taking the CAASPP Math test, 46.61% of students scored 'Below Standard', this was an increase of 4.15% from 2020-21.

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**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	1485.1	1509.7		1488.4	1509.7		1481.3	1509.2		86	102	
5	1502.6	1511.5		1505.9	1510.3		1499.0	1512.0		51	83	
6	1512.8	1507.3		1515.5	1502.4		1509.7	1511.7		74	57	
All Grades										211	242	

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**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	4.71	14.71		29.41	43.14		45.88	32.35		20.00	9.80		85	102	
5	12.00	13.25		28.00	37.35		38.00	38.55		22.00	10.84		50	83	
6	7.81	15.79		42.19	22.81		39.06	36.84		10.94	24.56		64	57	
All Grades	7.54	14.46		33.17	36.36		41.71	35.54		17.59	13.64		199	242	

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**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	16.47	34.31		48.24	45.10		23.53	13.73		11.76	6.86		85	102	
5	30.00	25.30		42.00	53.01		14.00	13.25		14.00	8.43		50	83	
6	31.25	28.07		42.19	40.35		18.75	14.04		7.81	17.54		64	57	
All Grades	24.62	29.75		44.72	46.69		19.60	13.64		11.06	9.92		199	242	

Written Language Percentage of Students at Each Performance Level for All Students											
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	2.35	8.82		9.41	23.53		37.65	39.22		50.59	28.43		85	102	
5	8.00	4.82		4.00	16.87		42.00	48.19		46.00	30.12		50	83	
6	1.56	5.26		9.38	15.79		51.56	43.86		37.50	35.09		64	57	
All Grades	3.52	6.61		8.04	19.42		43.22	43.39		45.23	30.58		199	242	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	20.00	47.06		68.24	49.02		11.76	3.92		85	102	
5	16.00	13.25		66.00	77.11		18.00	9.64		50	83	
6	14.52	5.26		62.90	75.44		22.58	19.30		62	57	
All Grades	17.26	25.62		65.99	64.88		16.75	9.50		197	242	

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	41.33	26.47		48.00	58.82		10.67	14.71		75	102	
5	54.35	57.83		26.09	25.30		19.57	16.87		46	83	
6	58.93	49.12		39.29	29.82		1.79	21.05		56	57	
All Grades	50.28	42.56		39.55	40.50		10.17	16.94		177	242	

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	2.38	8.82		46.43	51.96		51.19	39.22		84	102	
5	8.00	6.02		42.00	56.63		50.00	37.35		50	83	
6	1.56	5.26		37.50	24.56		60.94	70.18		64	57	
All Grades	3.54	7.02		42.42	47.11		54.04	45.87		198	242	

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	2.35	24.51		61.18	58.82		36.47	16.67		85	102	
5	6.00	13.25		66.00	61.45		28.00	25.30		50	83	
6	4.84	12.28		83.87	71.93		11.29	15.79		62	57	
All Grades	4.06	17.77		69.54	62.81		26.40	19.42		197	242	

Conclusions based on this data:

1. Analyzing the Overall 2021-22 Language Data, the number of students tested increased from 211 to 242 from 2021-22. That's a 14.69% increase.

2. Analyzing the Overall 2021-22 Language Data, the majority of students scored a Level 3 or 4 on Overall Language (50.82%). This is an increase of 10.11% from 2021-22.

3. Analyzing the 'Writing Domain' 2021-22 Data, 17.77% students scored Well Developed which was an increase of 13.71% from 2021-22.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
555	**94.1**	**43.4**	**0.5**
Total Number of Students enrolled in Freedom Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	241	43.4
Foster Youth	3	0.5
Homeless	7	1.3
Socioeconomically Disadvantaged	522	94.1
Students with Disabilities	43	7.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian	2	0.4
Filipino		
Hispanic	537	96.8
Two or More Races		
Pacific Islander		
White		

Conclusions based on this data:

1. Analysis of the 2020-21 data reflect a student population of 38.4% of English Learners.

2. Analysis of the 2020-21 data reflect student population of 93.9.% of Socioeconomically Disadvantaged.

3. Analysis of the 2020-21 data reflect a student population of 96.6% Hispanic.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

Very Low	Low	Medium	High	Very High

Lowest Performance   Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

English Language Arts

Very Low

Chronic Absenteeism

Very High

Suspension Rate

Medium

Mathematics

Very Low

English Learner Progress

Medium

Conclusions based on this data:

1. Analyzing the Overall 2019 Fall Dashboard Performance Data, Suspension rates fall in the Orange. This is an area we need to improve to meet targeted levels.

2. Analyzing the Overall 2019 Fall Dashboard Performance Data, the Academic Performance rates in English Language Arts fall in the Yellow which indicates we are making progress towards meeting our targeted levels. This will continue to be an area for improvement.

3. Analyzing the Overall 2019 Fall Dashboard Performance Data, the Academic Performance rates in Math fall in the Yellow which indicates we are making progress towards meeting our targeted levels. This will continue to be an area for improvement.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
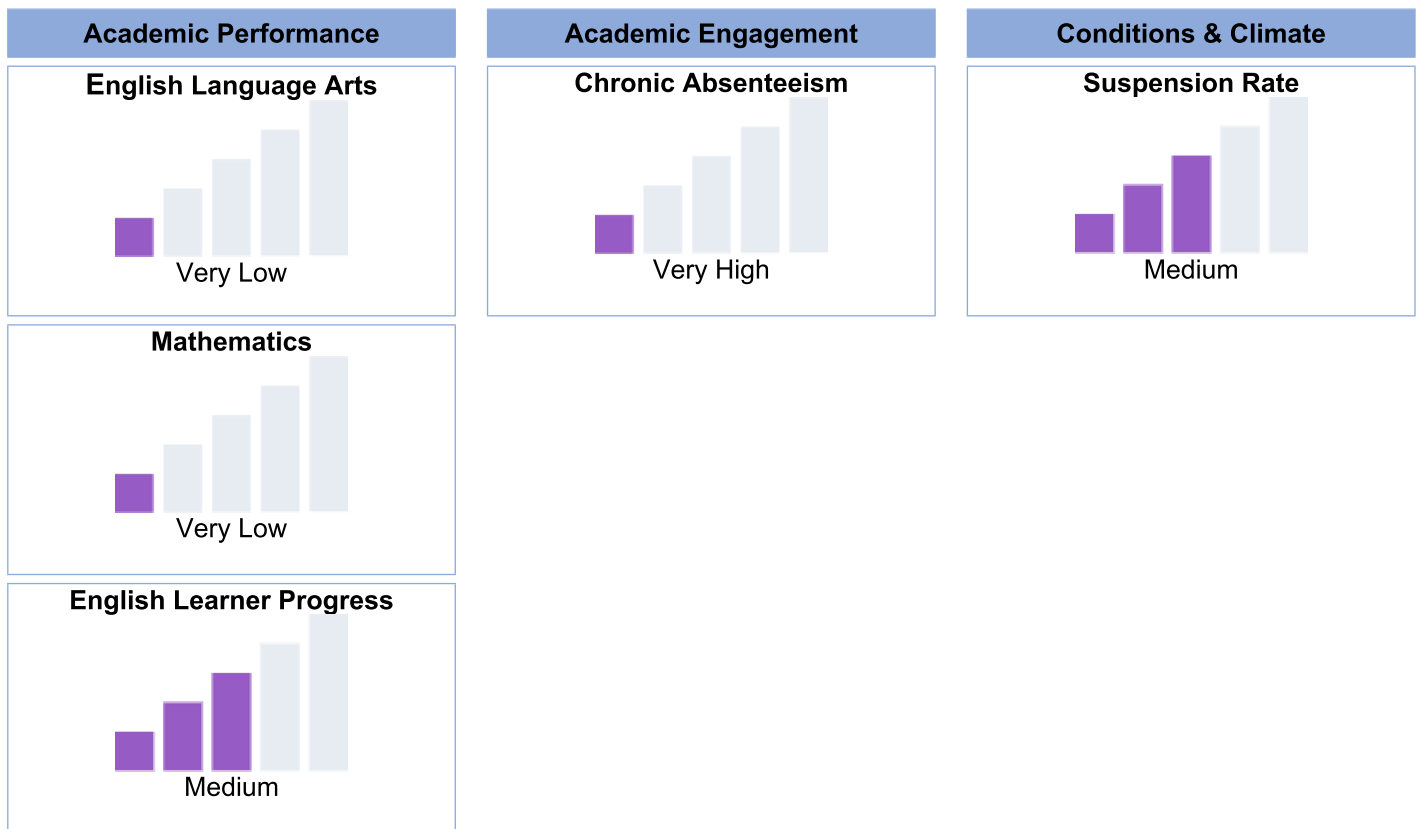
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
4	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low	Very Low	No Performance Level
70.6 points below standard	83.0 points below standard	4 Students
517 Students	278 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	Very Low
7 Students	72.8 points below standard	170.4 points below standard
	489 Students	45 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Level 2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low 71.1 points below standard 503 Students			
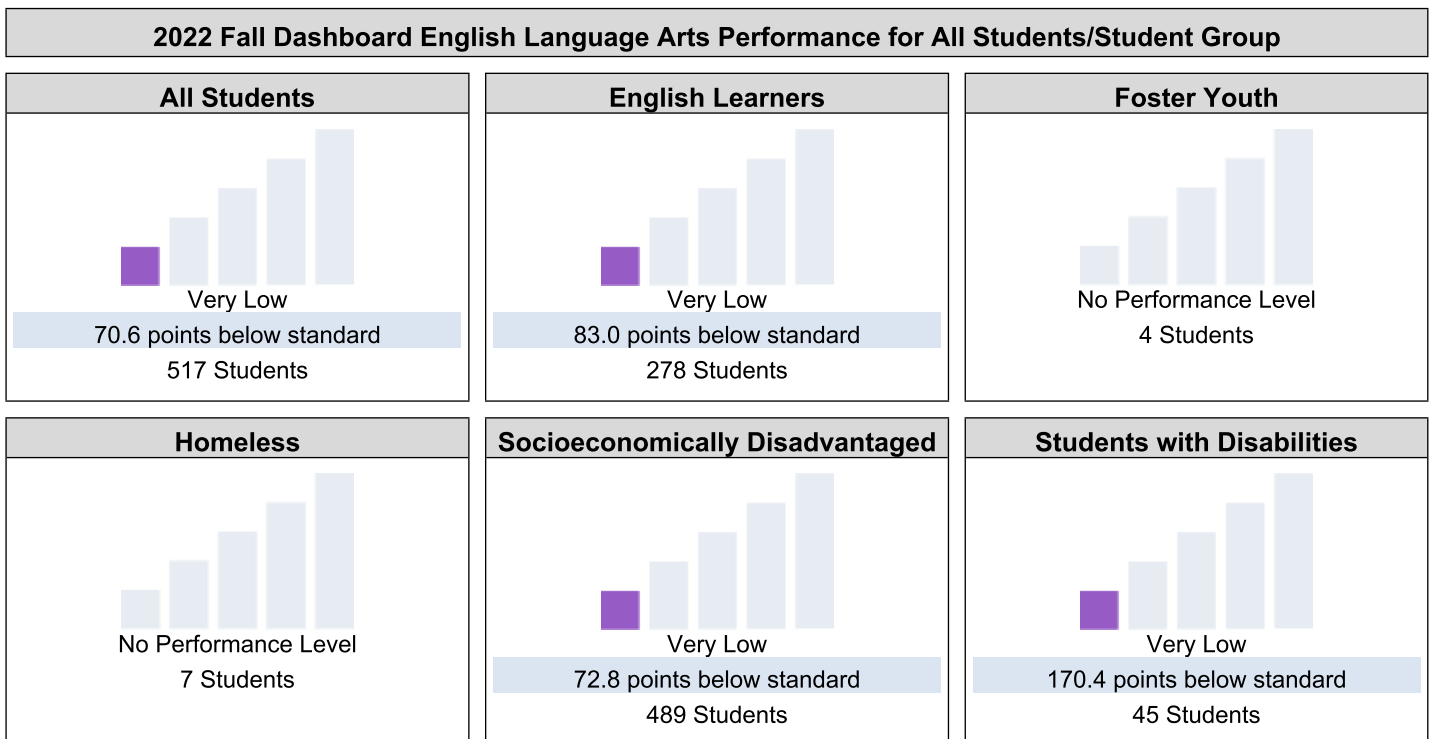
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
99.8 points below standard	10.3 points below standard	68.1 points below standard
226 Students	52 Students	195 Students

Conclusions based on this data:

1. Analyzing the Overall 2019 Fall Dashboard Performance Data for English Language Arts by Student Group, the English Learner population falls in the Orange. Data reflects a 9.9 point increase in academic performance in ELA for this subgroup; however, reflects an overall rate of 72.5 points below standard. This is an area we need to continue to improve.

2. Analyzing the Overall 2019 Fall Dashboard Performance Data for English Language Arts by Student Group, the Socioeconomically Disadvantaged population falls in the Yellow. Data reflects an 8.9 point increase in academic performance in ELA for this subgroup; however, reflects an overall rate of 68.2 points below standard. This is an area we need to continue to improve.

3. Analyzing the Overall 2019 Fall Dashboard Performance Data for English Language Arts by Race/Ethnicity, the Hispanic population falls in the Yellow. Data reflects a 10.2 point increase in academic performance in ELA for this subgroup; however, reflects an overall rate of 66.1 points below standard. This is an area we need to continue to improve.
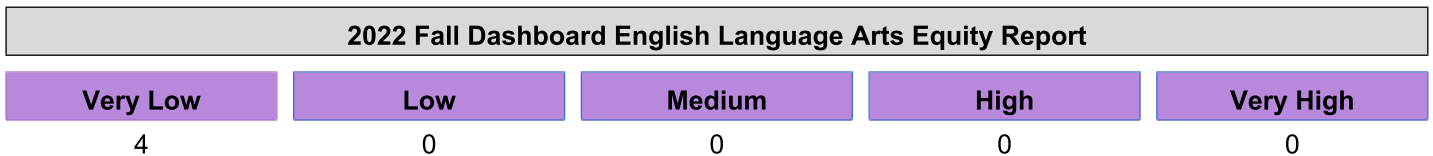
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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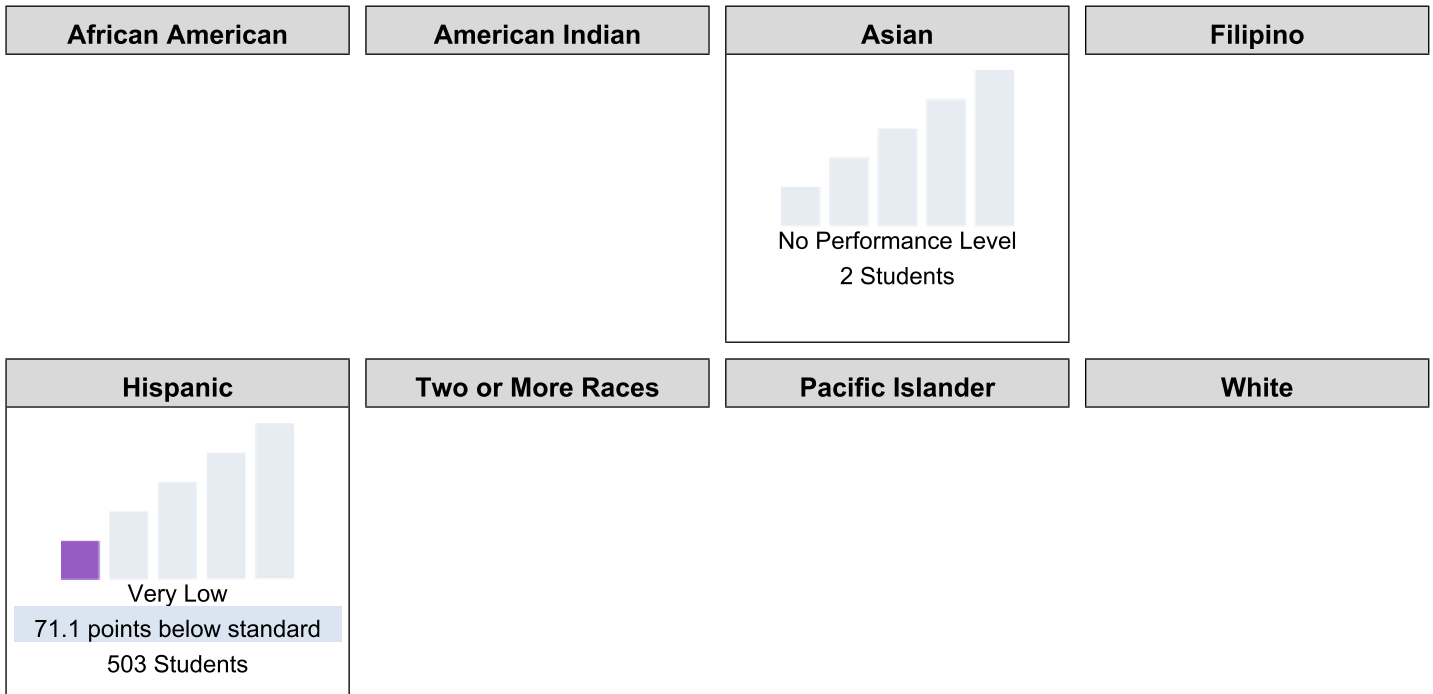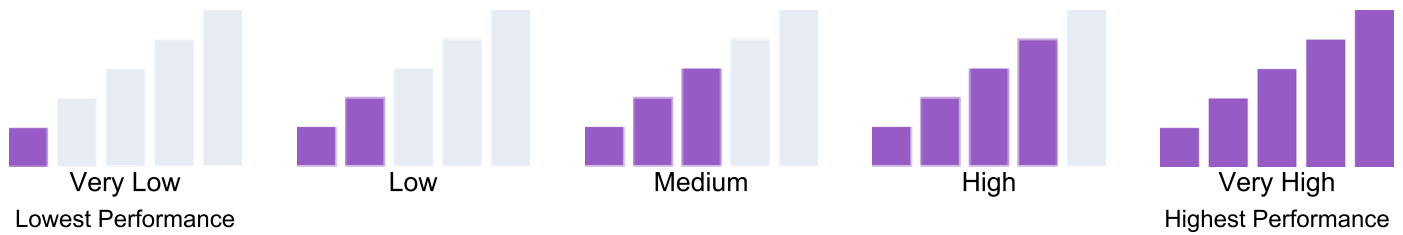
Very Low	Low	Medium	High	Very High

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
4	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low	Very Low	No Performance Level
100.7 points below standard	109.7 points below standard	4 Students
516 Students	277 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	Very Low
7 Students	102.3 points below standard	173.0 points below standard
	488 Students	44 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Level 2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low 102.0 points below standard 502 Students			
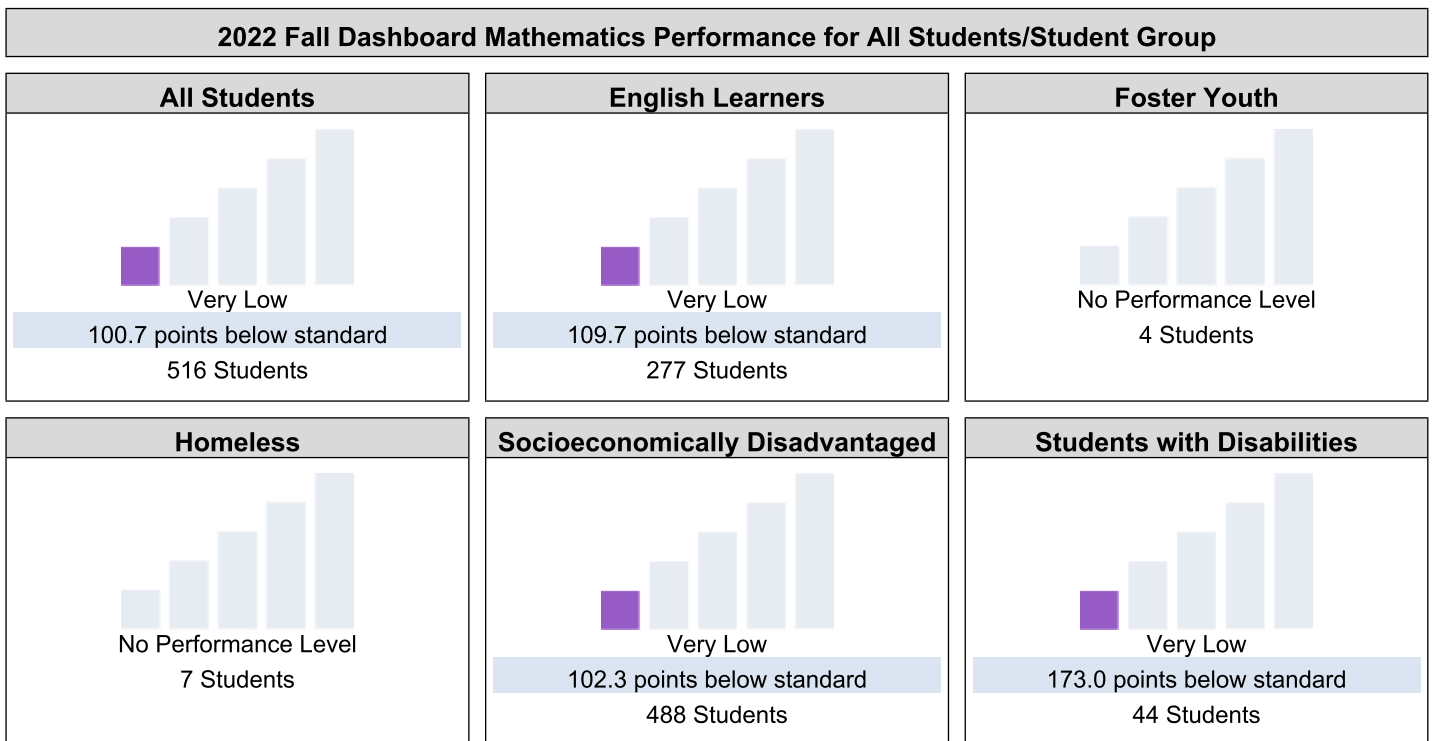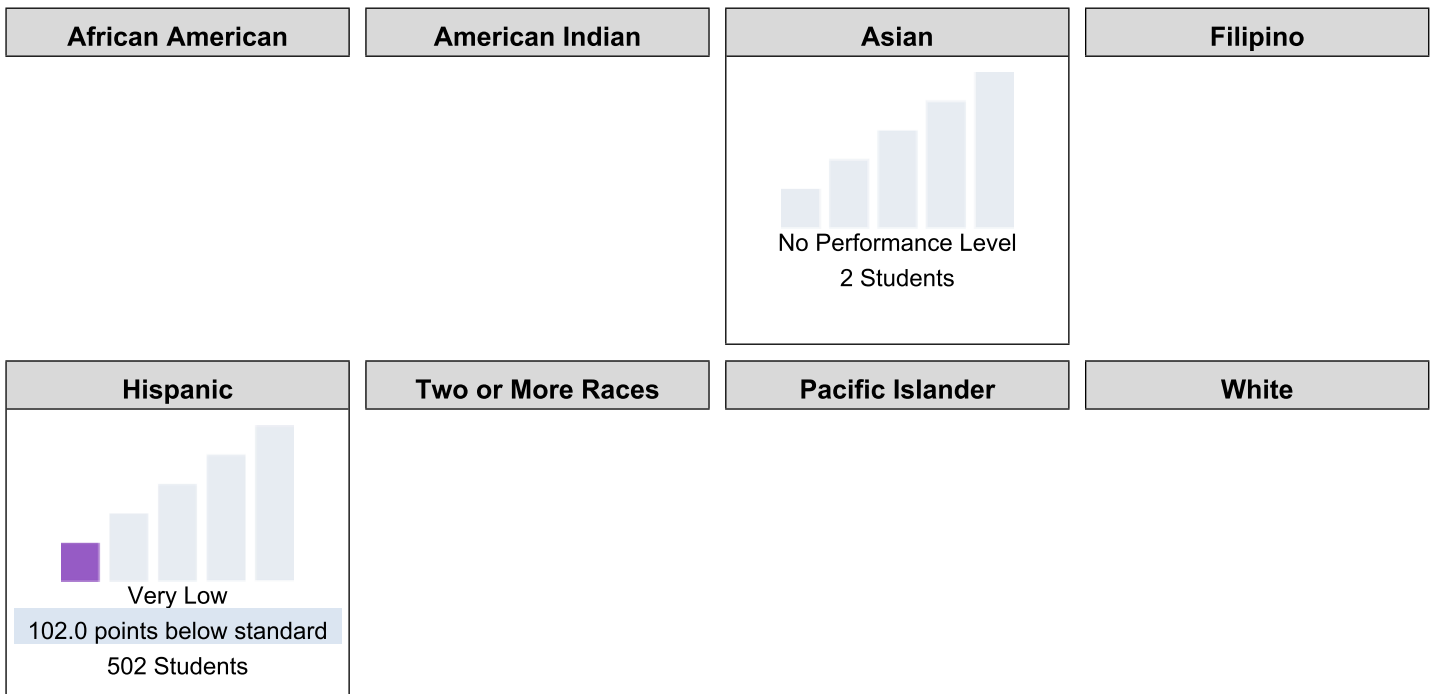
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
122.3 points below standard 225 Students	55.0 points below standard 52 Students	101.1 points below standard 195 Students

Conclusions based on this data:

1. Analyzing the Overall 2019 Fall Dashboard Performance Data for Math by Student Group, the English Learners falls in the Yellow. Data reflects a 13 point increase in academic performance in Math for this subgroup; however, reflects an overall rate of 88.7 points below standard. This is an area we need to continue to improve.

2. Analyzing the Overall 2019 Fall Dashboard Performance Data for Math by Student Group, the Socioeconomically Disadvantaged students falls in the Yellow. Data reflects a 16 point increase in academic performance in Math for this subgroup; however, reflects an overall rate of 84.8 points below standard. This is an area we need to continue to improve.

3. Analyzing the Overall 2019 Fall Dashboard Performance Data for Math by Race/Ethnicity, the Hispanic students falls in the Yellow. Data reflects a 16 point increase in academic performance in Math for this subgroup; however, reflects an overall rate of 81.2 points below standard. This is an area we need to continue to improve.

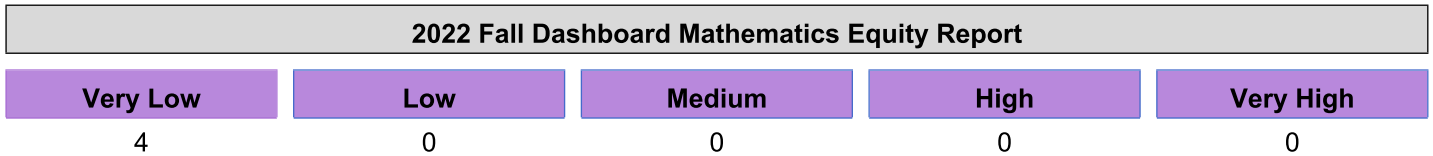# School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Medium
54.8 making progress towards English language proficiency
Number of EL Students: 230 Students
Performance Level: 3
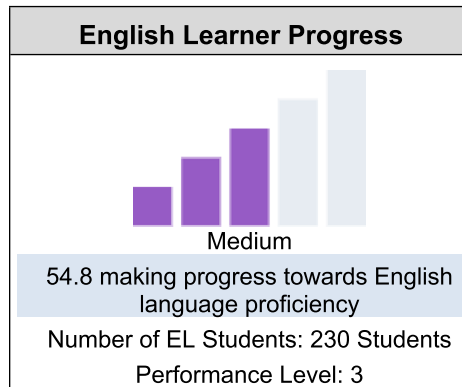
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.3%	30.9%	6.5%	48.3%

Conclusions based on this data:

1. Analyzing the Overall 2019 Fall Dashboard Performance Data for English Learners, data reflects a total of 216 EL students.

2. Analyzing the Overall 2019 Fall Dashboard Performance Data for English Learners, data reflects a total of 49.1 English Learners making progress towards English language proficiency.

3. Analyzing the Overall 2019 Fall Dashboard Performance Data for English Learners, data reflects a total of 99 English Learners progressed at least one ELPI Level.

School and Student Performance Data

Academic Performance
College/Career Report

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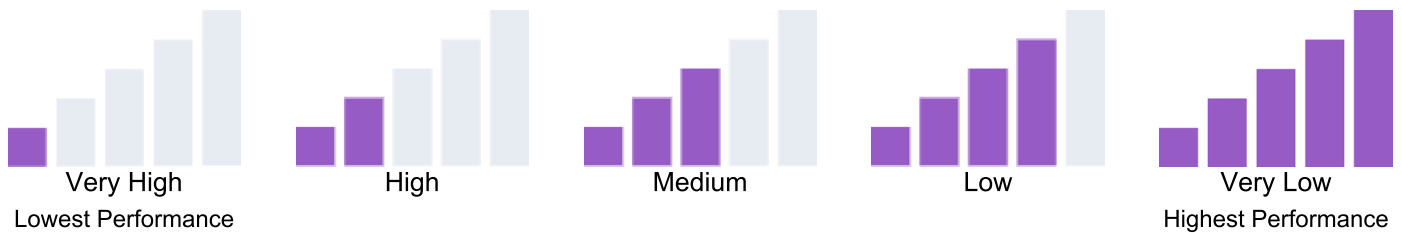
Conclusions based on this data:

1. N/A

2. N/A
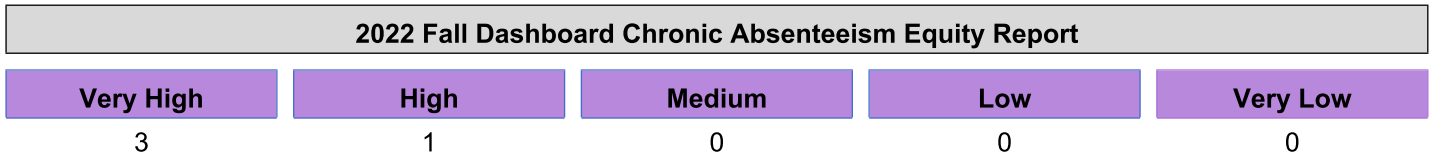
3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

Very High	High	Medium	Low	Very High

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
3	1	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	High	No Performance Level
20.8% Chronically Absent	14.2% Chronically Absent	Less than 11 Students
577 Students	253 Students	5 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	20.5% Chronically Absent	32% Chronically Absent
8 Students	542 Students	50 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Level	
		Less than 11 Students	
		2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High	No Performance Level		
20.4% Chronically Absent	35.3% Chronically Absent		
558 Students	17 Students		
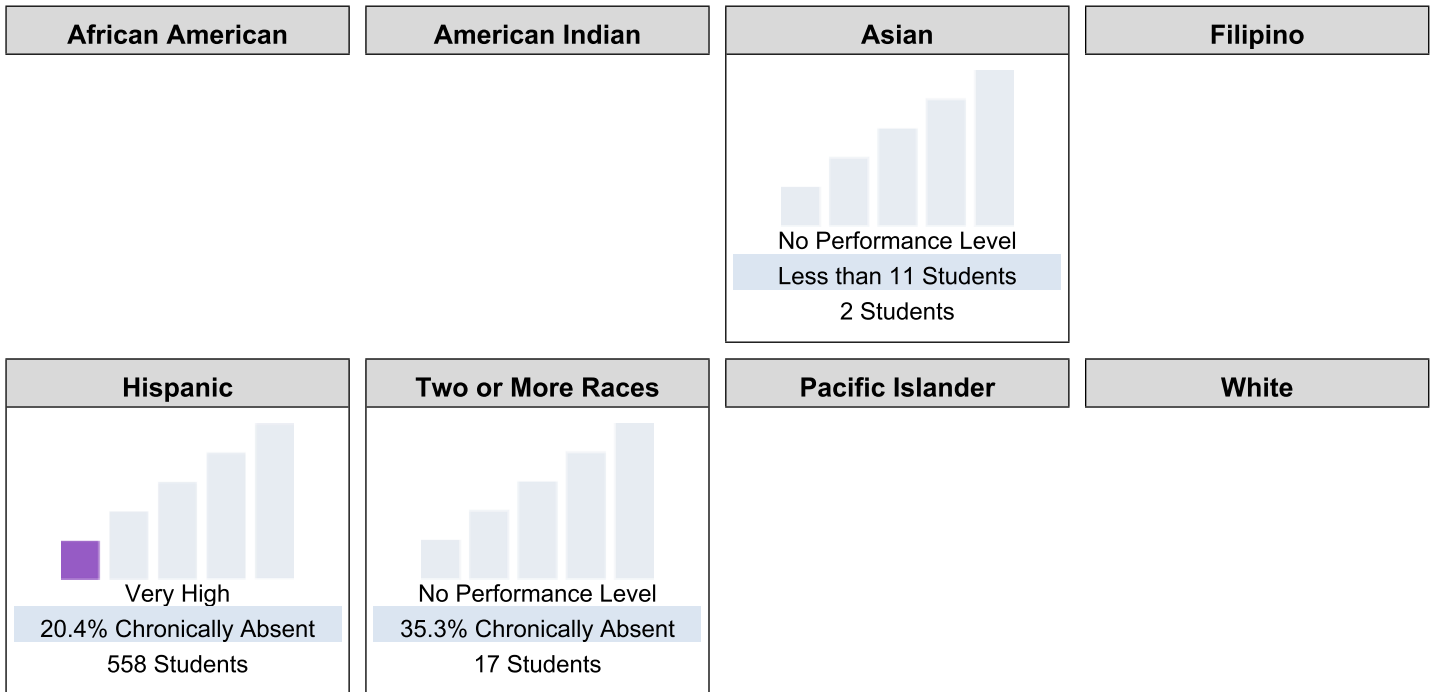
Conclusions based on this data:

1. Analyzing the Overall 2019 Fall Dashboard Performance Data for Chronic Absenteeism, data reflects an overall rate of 6.1 of Chronic Absenteeism (Yellow) among English Learners. This is an area we need to continue to improve.

2. Analyzing the Overall 2019 Fall Dashboard Performance Data for Chronic Absenteeism, data reflects an overall rate of 7.1 of Chronic Absenteeism (Green) among ALL students which is a -1 decline from previous year. However, this is an area we will continue to target and improve.

3. Analyzing the Overall 2019 Fall Dashboard Performance Data for Chronic Absenteeism, data reflects an overall rate of 7.4 of Chronic Absenteeism (Green) among this subgroup which is a -0.5 decrease from previous year. However, this is an area we need to continue to improve.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

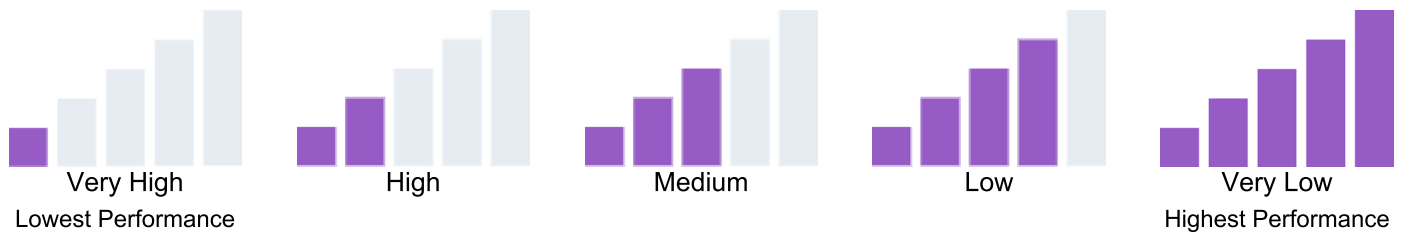| African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

2. N/A
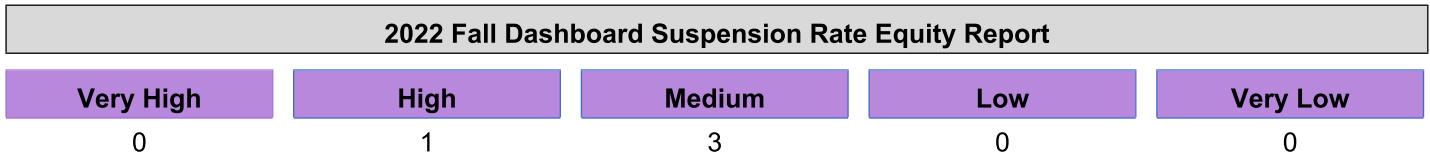
3. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

Very High	High	Medium	Low	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	1	3	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	Medium	No Performance Level
2.4% suspended at least one day	2.4% suspended at least one day	Less than 11 Students
582 Students	255 Students	5 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Medium	High
Less than 11 Students	2.4% suspended at least one day	3.9% suspended at least one day
8 Students	546 Students	51 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
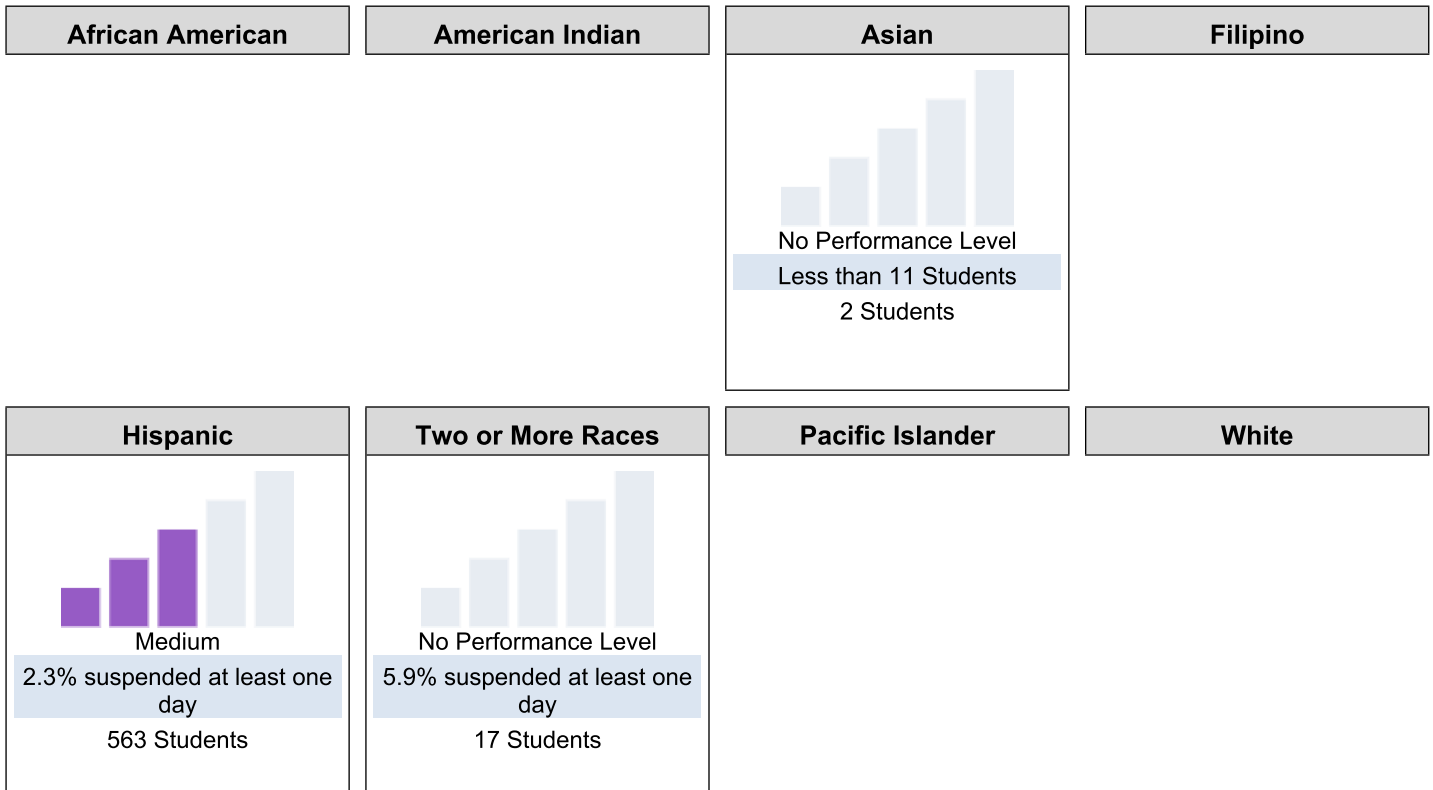
Asian

No Performance Level

Less than 11 Students

2 Students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Hispanic

Medium

2.3% suspended at least one day

563 Students

Two or More Races

No Performance Level

5.9% suspended at least one day

17 Students

Conclusions based on this data:

1. Analyzing the Overall 2019 Fall Dashboard Performance Data for Suspension Rates, data reflects a -0.7 decline in the number of English Learners suspended; however, the data also reflects a 7.3% suspension rate of English Learners students suspended at least once. This is an area we will continue to work on improving.

2. Analyzing the Overall 2019 Fall Dashboard Performance Data for Suspension Rates, data reflects a -1 decline in the number of Socioeconomically Disadvantaged suspended; however, the data also reflects a 7.7 suspension rate for Socioeconomic students suspended at least once. This is an area we will continue to work on improving.

3. Analyzing the Overall 2019 Fall Dashboard Performance Data for Suspension Rates, data reflects a -0.9 decline in the number of ALL Students suspended; however, the data also reflects a 7.4 suspension rate of All Students suspended at least once. This is an area we will continue to work on improving.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Implementation of state standards

LEA/LCAP Goal

Increase student achievement for all students and subgroups in core content areas (ELA / ELD, Math, Science, Social Science) as measured by CAASPP, ELPAC, and district standards-based assessments.

Goal 1

Freedom's school culture is built upon the belief that all students can learn at the highest level; instruction based upon pacing guides and common assessments aligned to state standards; and high quality core instruction. Our goal is to increase the level of proficiency for all sub-groups in all core discipline areas for English Language Arts (ELA) and Mathematics.

Identified Need

Yearly CAASPP results continue to indicate the need to focus on providing impactful resources and continued implementation of researched-based instructional practices to increase the level of student achievement, especially in the areas of English Language Arts, Math, and English Language Development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1) CAASPP- English Language Arts	In 2020-21, 23.81% of all students performed at Standards Met / Standards Exceeded as measured by CAASPP / English Language Arts.	Increase indicator scores and assessments by 3%.
2) CAASPP - Mathematics	In 2020-21, 12.66% of all students performed at Standards Met / Standards Exceeded as measured by CAASPP/ Mathematics.	Increase indicator scores and assessments by 3%.
3) ELPAC Results	In 2020-21, the performance level of students scoring Well-Developed was 14.46% for as measured by ELPAC	Increase indicator.
4) CAASPP - CAST	In 2018-2019, 11.24% of students performed at Standards Met / Standards Exceeded as measured by	Increase indicator scores and assessments.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	the CAASPP/ California Assessment for Science Test	
5) Interim Benchmark Assessments - Social Science	In 2020-2021, 12% of students performed at Standards Met / Standards Exceeded as measured by district social science interim benchmarks.	Increase indicator scores and assessments.
6) STAR Assessments	In 2020-21, approximately 70.4% of students K-6 were reading below grade level. as measure by the STAR Assessment	Decrease indicator scores.
7. Implementation of Common Core State Standards	In 2019-2020, Priority 2 Implementation of the State Academic Standards surveys indicated that 58% of teachers reported (average) that the district had full implementation of the Common Core State Standards.	Increase this measure 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)

Increase the percentage of unduplicated students achieving at standards met/exceeded or meet grade level standards in Mathematics

Strategy/Activity

The district will hire 9 classroom instructional aides to provide targeted language acquisition support for English Learners, low-income, and foster youth students. Instructional aides will provide targeted language acquisition classroom support to improve English Learner performance on state ELPAC and CAASPP assessments.

Freedom will maintain 3 instructional aides to support.
Taregeted foundational Math instruction to support students ability to achieve grade level standards in intervention.

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.

100,000	LCFF Funds (Personnel) 2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Increase the percentage of unduplicated students achieving at standards met / exceeded or meet grade level standards in ELA .

Strategy/Activity

Through the implementation of content / performance standards via professional development will increase the percentage of students achieving at "standards met, standards exceeded" in ELA as measured by SBAC.

Freedom will have a leveled instructional block where students receive learning at their level. Small group instruction where students learn at their level.

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.

127,842	Federal Funds (Non-Personnel) 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Increase the performance of English Learners by one level as measured by ELPAC.

Strategy/Activity

Through the implementation of ELD standards education and continued professional development, we will increase the performance of English Learners one level as measured by ELPAC (Academic Coaches).

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.

100,000	Federal Funds (Personnel) 0001-0999: Unrestricted: Locally Defined Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Increase student knowledge and use of 21st Century skills.

Strategy/Activity

The purchase of 21st Century technology and infrastructure will prepare students for state SBAC assessments and 21st Century learning. Technology funding will be provided to all students including unduplicated students having classroom access to 21st Century learning resources and technology to improve their performance on state SBAC assessments

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

100,000	LCFF Funds (Non-Personnel) 4000-4999: Books And Supplies

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

List specific actions to increase the reading levels of students reading below grade level by 1 year

Strategy/Activity

Increase K- 12 reading levels of students reading below grade level by 1 year as measured by STAR/AR, Scholastic, and Lexia.

Small group instruction.
Soaring Eagle Club for students reading below grade level.
Targeted reading block at students level.
Developing school-wide reading culture through multiple measures.
Leveled student books in all classrooms.

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.

200,000	LCFF Funds (Non-Personnel) 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategies to increase teacher support and growth include new teacher support.

Strategy/Activity

Increase to 100 percent the number of teachers teaching with the appropriate credential and certification.

Bi-Monthly professional development with Principal and Academic Coach.
NTS coaching cycle.
Provide all teachers access to coaching cycle activities.

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.

100,000	Local Funds (Non-Personnel) 5800: Professional/Consulting Services And Operating Expenditures Title II - EEBG

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

PLC teacher collaboration for implementation of ELD / CCSS

Strategy/Activity

Academic content standards and ELD standards will be the basis of 80% of PLC meetings, Grade level meetings, and Department meetings.

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.

57,500	LCFF Funds (Non-Personnel) 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide standards-based classroom materials

Strategy/Activity

Purchase supplemental instructional materials to support implementation of CCSS

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.

100,000	LCFF Funds (Non-Personnel) 4000-4999: Books And Supplies

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide MTSS interventions for identified at-risk unduplicated students

Strategy/Activity

Provide MTSS intervention teachers to support ELA and Math Intervention teachers provide small group instruction in ELA, lead instructional aides in small group ELA instruction, and provide targeted foundational Math strategies to leveled groups.

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.

200,000	Federal Funds (Personnel) 1000-1999: Certificated Personnel Salaries

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide after school MTSS interventions

Strategy/Activity

Hire staff to provide after school MTSS students intervention programs to support ELA & math

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.

40,000	LCFF Funds (Personnel) 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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.

Our overall scores reflect an increase in student scores in both Math and ELA.

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

No major differences noted between the intended implementation and budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will continue to strive to increase student scores in ELA and Math in an effort to meet targeted levels.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

Provide comprehensive academic and social emotional support systems to ensure students are provided with equitable opportunities to reach their full potential.

Goal 2

All students at Freedom Elementary will be educated in a safe and healthy learning environment that assists in improving student academic performance through student engagement and attendance.

Identified Need

The school has experienced a history of average daily attendance of 95% or more. Good attendance is a strong indicator of increased achievement and graduation rates. Providing a clean, healthy, orderly, physically and emotionally safe environment is essential to maintain high attendance rates

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Suspension and expulsion rates for 2019-20.	Suspension and expulsion data reports.	The student suspension rate will decrease by 1%. The student expulsion rate will remain at 0%..
2. Chronic Absenteeism	Chronic Absenteeism data reports.	The student chronic absenteeism rate will decrease by 1%.

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)

Reduce chronic absenteeism rate

Strategy/Activity

Increase student attendance by hiring an Attendance Clerk to follow up on chronically absent students. .

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.

50,000	LCFF Funds (Personnel) 2000-2999: Classified Personnel Salaries

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Decrease the student suspension rates for unduplicated students

Strategy/Activity

Provide a school counselor to implement behavior intervention programs to reduce student suspensions

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.

100,000	LCFF Funds (Personnel) 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide positive student activities to improve student attendance

Strategy/Activity

Increase attendance rates by implementing positive attendance incentive programs.

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.

30,000	Federal Funds (Non-Personnel) 4000-4999: Books And Supplies Title I

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide additional custodial support to ensure schools are safe and clean

Strategy/Activity

Ensure that school receives a pass score on Facilities/Safety Compliance Report.

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.

50,000	Federal Funds (Personnel) 2000-2999: Classified Personnel Salaries ESSER III

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide MTSS student behavior interventions

Strategy/Activity

Provide a Social Worker at each school to reduce negative student behaviors.

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.

100,000	Federal Funds (Personnel) 1000-1999: Certificated Personnel Salaries ESSER III

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide classroom technology and Internet

Strategy/Activity

Purchase 2-1 computers for unduplicated students and family internet access

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.

100,000	LCFF Funds (Non-Personnel) 4000-4999: Books And Supplies

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide classroom support for special education students.

Strategy/Activity

Employ special education instructional aides to provide direct classroom support in ELA and Math

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.

56,730	LCFF Funds (Personnel) 2000-2999: Classified Personnel Salaries

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide MTSS student interventions

Strategy/Activity

Employ noon duty aides to assist with increasing positive out-of-class behaviors

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.

30,000	LCFF Funds (Personnel) 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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.

Our suspension data reflects a decline in suspension rates across all sub groups.

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

No major differences in the intended implementation and budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to decrease the rate of our student suspensions across sub groups by ensuring systems are in place to provide a safe and engaging learning environment.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Involvement

LEA/LCAP Goal

Increase the level of engagement by parents, family, and community stakeholders in the education of their children.

Goal 3

Freedom Elementary will provide a quality learning environment for all parents to close achievement through parent education. (Parent Involvement)

Identified Need

The level of parent engagement supports students. It is important to provide parent engagement activities and to use new means to communicate these and more activities via parent calling systems, school websites, parent portal, newsletters, parent liaisons, and outreach consultants to encourage engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parent activities held throughout the school.	School calendar utilized to track the number of parent activities held throughout the year.	The number of parent activities will increase by 1%.

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)

Increase parent involvement by 5% to ensure all unduplicated students and special needs students are represented and supported by parental understanding of programs and services.

Strategy/Activity

Provide parent education and engagement programs

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.

50,000	LCFF Funds (Non-Personnel) 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Increase parent computer literacy

Strategy/Activity

Provide parent computer literacy courses

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.

15,000	LCFF Funds (Personnel) 2000-2999: Classified Personnel Salaries

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Increase parent engagement and communication

Strategy/Activity

Employ Community Liaison to increase parent communication and parent engagement activities

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.

50,000	LCFF Funds (Personnel) 2000-2999: Classified Personnel Salaries

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide English-as-Second language courses for parents

Strategy/Activity

Adult education bilingual certificated teachers will provide ESL courses

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.

60,000	LCFF Funds (Personnel) 1000-1999: Certificated Personnel Salaries

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide Spanish literacy materials for English Learner students

Strategy/Activity

Purchase Spanish literacy materials

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10,000	Federal Funds (Non-Personnel) 4000-4999: Books And Supplies Title III

Annual Review

SPSA Year Reviewed: 2022-23

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.

We have an increase in parent involvement in the various parent events we held throughout the year.

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

No major differences between the intended implementation and the budgeted expenditures needed to implement the articulated goals.

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 school will continue to address parent engagement by focusing on the annual outcomes, identified metrics, ad strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,827,072.00

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 ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Federal Funds (Non-Personnel)	$167,842.00
Federal Funds (Personnel)	$450,000.00
LCFF Funds (Non-Personnel)	$607,500.00
LCFF Funds (Personnel)	$501,730.00
Local Funds (Non-Personnel)	$100,000.00

Subtotal of state or local funds included for this school: $1,827,072.00

Total of federal, state, and/or local funds for this school: $1,827,072.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Federal Funds (Non-Personnel)	167,842.00
Federal Funds (Personnel)	450,000.00
LCFF Funds (Non-Personnel)	607,500.00
LCFF Funds (Personnel)	501,730.00
Local Funds (Non-Personnel)	100,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	100,000.00
1000-1999: Certificated Personnel Salaries	500,000.00
2000-2999: Classified Personnel Salaries	351,730.00
4000-4999: Books And Supplies	340,000.00
5800: Professional/Consulting Services And Operating Expenditures	535,342.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Federal Funds (Non-Personnel)	40,000.00
5800: Professional/Consulting Services And Operating Expenditures	Federal Funds (Non-Personnel)	127,842.00
0001-0999: Unrestricted: Locally Defined	Federal Funds (Personnel)	100,000.00
1000-1999: Certificated Personnel Salaries	Federal Funds (Personnel)	300,000.00

2000-2999: Classified Personnel Salaries	Federal Funds (Personnel)	50,000.00
4000-4999: Books And Supplies	LCFF Funds (Non-Personnel)	300,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Funds (Non-Personnel)	307,500.00
1000-1999: Certificated Personnel Salaries	LCFF Funds (Personnel)	200,000.00
2000-2999: Classified Personnel Salaries	LCFF Funds (Personnel)	301,730.00
5800: Professional/Consulting Services And Operating Expenditures	Local Funds (Non-Personnel)	100,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,125,342.00
Goal 2	516,730.00
Goal 3	185,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

3 Other School Staff

6 Parent or Community Members

Name of Members	Role
Alex Ball	Principal
Juanita Guerra	Other School Staff
Suzie Martinez	Other School Staff
Raquel Quintanar	Classroom Teacher
Dorina Banuelos	Parent or Community Member
Veronica Fernandez	Parent or Community Member
Stephanie Destrade	Parent or Community Member
Bernadette Murillo	Parent or Community Member
Jennifer Martinez	Parent or Community Member
Lorena Gomez	Parent or Community Member
Joseph Perez	Other School Staff
Walter Oliver	Classroom Teacher

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:

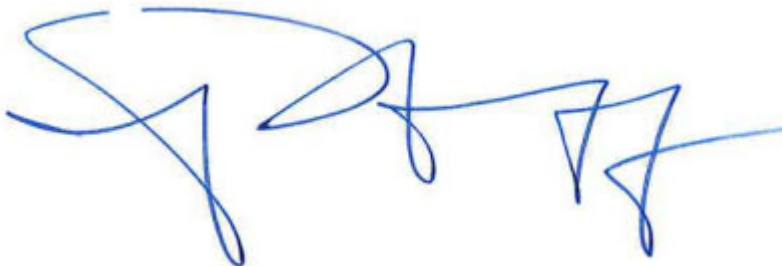| Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 November 30 2022.

Attested:

Signature	
	Principal, Isidro Rodriguez on August 11, 2023
	SSC Chairperson, Maria Santillan on August 11, 2023

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 School Site 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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

The 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 Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/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 (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/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/

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