School Year: **2020-21**

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 School	54753250106021	October 28, 2020	December 15, 2020

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)

X 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 2018-19 California Healthy Kids Survey, the majority of the elementary students within the district reported:

58 (decrease from 2017-18) fell that the teachers and other grown-ups at school care about them ALL OF THE TIME
49 (decrease from 2017-18) feel that teacher and other grown-ups ALL OF THE TIME listen when they have something to say
28 (decrease from 2017-18) feet that teacher and other grown-ups ALL OF THE TIME make an effort to get to know them.
22 (decrease from 2017-18) feel close to people at school ALL OF THE TIME
87 (decrease from 2017-18) feel happy to be at school.
85 (decrease from 2017-18) felt part of the school ALL OF THE TIME
60 (decrease from 2017-18) feel that teachers treat students fairly at school ALL OF THE TIME
35 (decrease from 2017-18) feel safe at school ALL OF THE TIME
46 (decrease from 2017-18) feel safe on their way to and from school ALL OF THE TIME

According to the most recent 2018-19 Title I Parent Survey, the survey indicated a decrease in the following areas:

68% (13% decrease from 2017-18) of parents feel there are ALWAYS opportunities for parents to learn about the school curriculum & programs.
72% (8% decrease from 2017-18) of the parents reported ALWAYS feeling welcomed at their child's school.
Parents believe that the school ALWAYS place the proper emphasis on Reading (64% a 8% decrease from 2017-18), Writing (66%-no difference from 2017-18), Mathematics (61% an 11% decrease from 2017-18)
65% (2% decrease from 2017-18) of parents believe their child is ALWAYS receiving good classroom instruction.
65% (4% decrease from 2017-18) of parents report knowing their child's AR Reading level.
39% (9% decrease from 2017-18) of parents reported feeling that the school's discipline system is Always Fair.

According to the most recent 2018-19 Priority 2 Implementation of Academic Standards Survey, the teachers indicated knowledge of the state standards:

1). FULL IMPLEMENTATION (38.10% a 5.1% increase from 2017-18)- Rate FUSD's progress in providing professional learning for teachers to the recently adopted academic standards and/or curriculum frameworks identified below [ELA-Common Core State Standards for ELA].
2). FULL IMPLEMENTATION (42.16% a 10.16% increase from 2017-18)- Rate FUSD's providing professional learning for teachers to the recently adopted academic standards and/or curriculum frameworks identified below (ELD-Aligned to ELA Standards).
3).FULL IMPLEMENTATION (34.65% a 5.65% increase from 2017-18)- Rate FUSD's progress in providing professional learning for teachers to the recently adopted academic standards and/or m frameworks identified below (Math-Common Core State Standards for Math).
4).INITIAL IMPLEMENTATION (29.41% a 2.41% increase from 2017-18)- Rate FUSD's progress in providing professional learning for teachers to the recently adopted academic standards and/or curriculum frameworks identified below [Next Generation Science Standards).
5).INITIAL IMPLEMENTATION (32.00% a 9% increase from 2017-18)- Rate FUSD's progress in providing professional learning for teachers to the recently adopted academic standards and/or curriculum frameworks identified below [History-Social Science).
6. FULL IMPLEMENTATION AND SUSTAINABILITY(43.69% a 12.69% increase from 2017-18) Rate FUSD's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subjects is taught (ELA-Common Core Standards for ELA
7). FULL IMPLEMENTATION AND SUSTAINABILITY (33.01% a 9.01% increase from 2017-18) Rate FUSD's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subjects is taught [ELD-(aligned to ELA Standards)]
8). FULL IMPLEMENTATION (39.60% a 14.6% increase from 2017-18)- Rate FUSD's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subjects is taught Math-Common Core Standards for Math]
9). INITIAL IMPLEMENTATION (29.70% a 14.7% increase from 2017-18)- Rate FUSD's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subjects is taught [Next Generation Science Standards]

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 academic rigor for 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.

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 provides 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 Learning and Continuity Plan and Attendance 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.

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 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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 2019-20 school year and will continue to meet during the 2020-2021 school year.

Resource Inequities

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

There were no resource inequities

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.51%	0.52%	0.54%	3	3	3
African American	0.51%	0.52%	0.36%	3	3	2
Asian	0.34%	0.17%	0.71%	2	1	4
Filipino	%	%	0%			0
Hispanic/Latino	94.23%	94.83%	94.82%	555	550	531
Pacific Islander	%	%	0%			0
White	4.41%	3.97%	3.39%	26	23	19
Multiple/No Response	%	%	0%			0
			Total Enrollment	589	580	560

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 4	194	188	172
Grade 5	199	192	194
Grade 6	196	200	194
Total Enrollment	589	580	560

Conclusions based on this data:

1. Freedom's enrollment has dropped slightly since 2017-18.
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		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	283	220	198	48.0%	37.9%	35.4%
Fluent English Proficient (FEP)	98	133	136	16.6%	22.9%	24.3%
Reclassified Fluent English Proficient (RFEP)	40	63	2	13.9%	22.3%	0.9%

Conclusions based on this data:

1. Freedom's English Learner population has decreased over the past three years.
2. The FEP student enrollment has increased 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	191	201	188	191	195	186	191	195	186	100	97	98.9
Grade 5	191	189	190	191	188	187	191	188	187	100	99.5	98.4
Grade 6	207	195	201	207	194	200	207	194	200	100	99.5	99.5
All	589	585	579	589	577	573	589	577	573	100	98.6	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	2385.	2404.	2400.	4.71	5.64	9.14	8.90	15.38	11.83	18.85	22.56	17.74	67.54	56.41	61.29
Grade 5	2416.	2419.	2442.	2.62	4.79	8.56	10.99	12.77	17.65	21.47	17.02	25.13	64.92	65.43	48.66
Grade 6	2444.	2441.	2456.	0.97	2.06	3.50	14.01	8.25	17.00	28.50	30.41	26.50	56.52	59.28	53.00
All Grades	N/A	N/A	N/A	2.72	4.16	6.98	11.38	12.13	15.53	23.09	23.40	23.21	62.82	60.31	54.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	6.28	6.15	9.14	38.22	49.74	36.02	55.50	44.10	54.84
Grade 5	3.14	7.98	10.70	37.17	38.83	41.71	59.69	53.19	47.59
Grade 6	3.38	3.61	8.00	43.96	33.51	33.50	52.66	62.89	58.50
All Grades	4.24	5.89	9.25	39.90	40.73	37.00	55.86	53.38	53.75

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	5.24	8.21	8.06	34.55	33.85	42.47	60.21	57.95	49.46
Grade 5	6.28	5.32	6.95	37.70	32.45	45.45	56.02	62.23	47.59
Grade 6	2.42	4.64	4.00	33.33	24.23	42.50	64.25	71.13	53.50
All Grades	4.58	6.07	6.28	35.14	30.16	43.46	60.27	63.78	50.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	4.19	6.67	8.06	41.36	64.62	57.53	54.45	28.72	34.41
Grade 5	6.28	4.26	9.63	47.12	48.94	55.08	46.60	46.81	35.29
Grade 6	4.83	4.12	5.00	54.11	58.25	59.00	41.06	37.63	36.00
All Grades	5.09	5.03	7.50	47.71	57.37	57.24	47.20	37.61	35.25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	7.85	7.69	7.53	41.36	48.21	38.71	50.79	44.10	53.76
Grade 5	6.28	7.98	11.76	38.22	35.64	41.71	55.50	56.38	46.52
Grade 6	6.28	4.12	13.50	43.96	50.00	44.50	49.76	45.88	42.00
All Grades	6.79	6.59	10.99	41.26	44.71	41.71	51.95	48.70	47.29

Conclusions based on this data:

1. Analyzing the Overall 2018-19 Achievement Data for ALL students taking the CAASPP-English Language Arts/Literacy test in 2018-19, 15.53% of students performed at the 'Standard Met' level, this was an increase of 3.4% from 2017-18.
2. Analyzing the Overall 2018-19 Achievement Data for ALL students taking the CAASPP-English Language Arts/Literacy test in READING in 2018-29, 9.25% of students performed at the 'Above Standard', this was an increase of 3.36% from 2017-18.
3. Based on the Overall 2018-19 Achievement Data for ALL students, a slight growth (mean scale score) in grade 5 and 6 and slight decrease in grade 4.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	191	201	188	191	194	186	191	194	186	100	96.5	98.9
Grade 5	191	189	190	191	188	187	191	188	187	100	99.5	98.4
Grade 6	207	195	201	207	195	199	207	195	199	100	100	99
All	589	585	579	589	577	572	589	577	572	100	98.6	98.8

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	2399.	2415.	2426.	2.09	4.12	6.45	7.85	19.59	13.98	34.55	21.65	32.26	55.50	54.64	47.31
Grade 5	2416.	2422.	2445.	0.00	1.60	4.81	8.90	6.91	14.97	15.71	23.94	23.53	75.39	67.55	56.68
Grade 6	2422.	2428.	2444.	0.00	2.56	2.51	5.80	6.15	10.05	25.12	24.10	24.62	69.08	67.18	62.81
All Grades	N/A	N/A	N/A	0.68	2.77	4.55	7.47	10.92	12.94	25.13	23.22	26.75	66.72	63.08	55.77

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	3.66	7.73	13.98	20.94	28.35	26.88	75.39	63.92	59.14
Grade 5	2.62	4.26	11.23	13.09	19.68	22.99	84.29	76.06	65.78
Grade 6	1.93	3.08	8.04	16.43	19.49	21.11	81.64	77.44	70.85
All Grades	2.72	5.03	11.01	16.81	22.53	23.60	80.48	72.44	65.38

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	3.14	6.19	6.99	30.37	38.66	37.63	66.49	55.15	55.38
Grade 5	0.52	3.72	5.35	34.55	30.32	39.57	64.92	65.96	55.08
Grade 6	0.48	2.56	2.01	26.09	29.74	27.14	73.43	67.69	70.85
All Grades	1.36	4.16	4.72	30.22	32.93	34.62	68.42	62.91	60.66

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	5.24	6.19	9.14	29.84	41.75	43.01	64.92	52.06	47.85
Grade 5	2.09	1.60	5.35	32.46	31.38	38.50	65.45	67.02	56.15
Grade 6	0.48	3.59	3.52	35.75	27.69	33.17	63.77	68.72	63.32
All Grades	2.55	3.81	5.94	32.77	33.62	38.11	64.69	62.56	55.94

Conclusions based on this data:

1. Analyzing the Overall 2018-19 Achievement Data for ALL students taking the CAASPP-Mathematics test, 10.92% of students performed at the 'Standard Met' level this was an increase of 3.45% from 2017-18.
2. Analyzing the Overall 2018-19 Achievement Data for ALL students taking the CAASPP-Mathematics test, 11.01% of students scored 'Above Standard' on Concepts & Procedures, this was an increase of 5.98% from 2017-18..
3. Analyzing the Overall 2018-19 Achievement for ALL Students taking the CAASPP Math test, 4.72% of students scored 'Above Standard' on Problem Solving & Modeling/Data Analysis, this was an increase of 0.56% from 2017-18.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 4	1484.6	1502.8	1483.2	1502.8	1485.5	1502.2	74	75
Grade 5	1495.7	1509.7	1487.8	1502.0	1503.0	1516.9	72	68
Grade 6	1510.6	1510.9	1510.0	1510.7	1510.6	1510.8	78	79
All Grades							224	222

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	*	9.33	32.43	45.33	35.14	34.67	20.27	10.67	74	75
5	*	17.65	45.83	32.35	19.44	35.29	20.83	14.71	72	68
6	*	12.66	28.21	34.18	44.87	31.65	14.10	21.52	78	79
All Grades	12.95	13.06	35.27	37.39	33.48	33.78	18.30	15.77	224	222

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	31.08	29.33	37.84	52.00	*	13.33	20.27	5.33	74	75
5	37.50	30.88	36.11	45.59	*	10.29	19.44	13.24	72	68
6	34.62	30.38	38.46	32.91	20.51	22.78	*	13.92	78	79
All Grades	34.38	30.18	37.50	43.24	12.95	15.77	15.18	10.81	224	222

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	*	1.33	24.32	25.33	27.03	49.33	45.95	24.00	74	75
5	*	4.41	33.33	22.06	30.56	51.47	29.17	22.06	72	68
6	*	3.80	*	12.66	42.31	39.24	43.59	44.30	78	79
All Grades	4.91	3.15	21.88	19.82	33.48	46.40	39.73	30.63	224	222

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	25.68	18.67	59.46	72.00	14.86	9.33	74	75
5	25.00	5.88	68.06	79.41	*	14.71	72	68
6	24.36	25.32	66.67	49.37	*	25.32	78	79
All Grades	25.00	17.12	64.73	66.22	10.27	16.67	224	222

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	54.05	50.67	29.73	42.67	16.22	6.67	74	75
5	62.50	66.18	16.67	14.71	20.83	19.12	72	68
6	52.56	39.24	38.46	43.04	*	17.72	78	79
All Grades	56.25	51.35	28.57	34.23	15.18	14.41	224	222

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	*	1.33	47.30	52.00	47.30	46.67	74	75
5	*	11.76	54.17	58.82	40.28	29.41	72	68
6	*	5.06	*	27.85	83.33	67.09	78	79
All Grades	5.80	5.86	36.61	45.50	57.59	48.65	224	222

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	*	10.67	60.81	74.67	27.03	14.67	74	75
5	16.67	10.29	66.67	69.12	16.67	20.59	72	68
6	*	13.92	84.62	73.42	14.10	12.66	78	79
All Grades	9.82	11.71	70.98	72.52	19.20	15.77	224	222

Conclusions based on this data:

1. Analyzing the Overall 2018-19 Achievement Data, the number of students tested dropped slightly from 2017-18.
2. Analyzing the Overall 2018-19 Achievement Data, the majority of students scored a Level 3 on Overall Language (37.39%). This is an increase of 2.12% from 2017-18.
3. Analyzing the Overall 2018-19 Achievement Data, the majority of students scored a Level 3 on Oral Language (43.24%. This is an 5.74% increase from 2017-18.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
580	**95.5**	**37.9**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	220	37.9
Foster Youth	2	0.3
Socioeconomically Disadvantaged	554	95.5
Students with Disabilities	27	4.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.5
American Indian	3	0.5
Asian	1	0.2
Hispanic	550	94.8
White	23	4.0

Conclusions based on this data:

1. Analysis of the 2018-19 data reflect a student population of 37.9% of English Learners.
2. Analysis of the 2018-19 data reflect student population of 95.5.% of Socioeconomically Disadvantaged.
3. Analysis of the 2018-19 data reflect a student population of 94.8% Hispanic.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

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

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
67.6 points below standard	72.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.8 points	Increased ++9.9 points	1
533	312	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	68.2 points below standard	105.6 points below standard
2	Increased ++8.9 points	Declined Significantly -37.9 points
	509	34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 66.1 points below standard Increased ++10.2 points 506	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 80.1 points below standard Increased Significantly ++30.8 points 20

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
113.7 points below standard Increased ++13.1 points 199	0 points below standard Increased Significantly ++23.5 points 113	64.6 points below standard Increased ++6.8 points 213

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

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
83.1 points below standard	88.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++15 points	Increased ++13 points	1
532	311	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	84.8 points below standard	128 points below standard
1	Increased Significantly ++16 points	Declined Significantly -19.5 points
	508	34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 81.2 points below standard Increased Significantly ++16 points 505			No Performance Color 103.1 points below standard Increased ++5 points 20

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
120.9 points below standard Increased ++14.2 points 198	32.2 points below standard Increased Significantly ++24.8 points 113	77.8 points below standard Increased ++14.3 points 213

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
49.1 making progress towards English language proficiency
Number of EL Students: 216
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.9	31.0	3.2	45.8

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
7.1	6.1	Less than 11 Students - Data Not Displayed for Privacy
Declined -1	Maintained -0.3	3
603	229	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	7.4	11.1
2	Declined -0.5	Declined -19.3
	579	36

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4	3	2	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
6.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	17.4
Declined -1.2	1	0	Increased +7
570			23

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
7.4	7.3	Less than 11 Students - Data Not
Declined -0.9	Declined -0.7	3
609	232	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not	7.7	10.8
2	Declined Significantly -1	Increased +10.8
	583	37

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 4	No Performance Color Less than 11 Students - Data 3	No Performance Color Less than 11 Students - Data 2	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 6.6 Declined -0.4 576	No Performance Color Less than 11 Students - Data 1		No Performance Color 26.1 Increased +6.1 23

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	8.3	7.4

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 sub-groups in ELA, ELD, and Mathematics.

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
ELPAC CAASPP Apex Course completion/performance STAR assessments	CAASPP scores for ELA & math	Increase indicator scores and assessments.

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 students achieving at standards met/exceeded or meet grade level standards in Mathematics

Strategy/Activity

Through the implementation of content / performance standards education, we will increase the percentage of students achieving at "standards met, standards exceeded" in Mathematics as measured by SBAC.

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

Amount(s)	Source(s)
12000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.1a Provide professional development in the area of Mathematics
5000.00	Title I 4000-4999: Books And Supplies 1.1b Provide teachers with supplemental instructional materials to support student learning in Math.
15000.00	LCFF 2000-2999: Classified Personnel Salaries 1.1c Provide Push-in and Pull-Out academic support by Instructional Aides to assist low achieving special education students in math.
50000.00	LCFF 4000-4999: Books And Supplies 1.1e Utilize state adopted textbooks and pilot materials to support instruction (i.e. Go Math!).
5000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.1f Provide an RTI intervention model to enhance academic support in math.
5000.00	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.1g Provide certificated and classified support staff with training geared to support math instruction including strategies to enhance student discourse and promote student collaboration (i.e. Kagan).
5000.00	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.1h Provide teachers with technology training to support various online instructional platforms (i.e. Google Classroom, Zoom).
10000.00	LCFF 4000-4999: Books And Supplies

	1.1i Provide teachers with the necessary classroom materials & supplies needed to enhance student learning.

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 students achieving at standards met / exceeded or meet grade level standards in ELA

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.2a Provide TCOE professional development in the area of ELA
5000.00	Title I 2000-2999: Classified Personnel Salaries 1.2b Apex Tutorials for student supports and intervention. APEX Assessments i.e. TST, Quizzes, & CST.
25000.00	LCAP 5800: Professional/Consulting Services And Operating Expenditures 1.2c STAR / Accelerated Reader Program / Renaissance / Myon
50000.00	LCFF 4000-4999: Books And Supplies 1.2d Utilize state adopted textbooks and pilot materials to support instruction (i.e. Wonders).
10000.00	Title I 4000-4999: Books And Supplies 1.2e Utilize technology based programs to enhance and promote English development (Learning A-Z, Imagine Learning).
50000.00	LCFF

	4000-4999: Books And Supplies Support the use of technology (Chromebooks, Computer Lab) in the classroom to enhance students learning in reading, writing and comprehension skills as well as technology skills.
5000.00	Title II 4000-4999: Books And Supplies 1.2f Provide an RTI intervention model to enhance academic support in English.
5000.00	LCAP 4000-4999: Books And Supplies 1.2g Provide teachers with ELA supplemental (i.e.Scholastic, Ready Common Core) student materials to promote literacy and enhance academic performance.
5000.00	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.2h Provide teachers with technology training to support various online instructional platforms (i.e. Google Classroom, Zoom) to enhance ELA.
50000.00	LCFF 4000-4999: Books And Supplies 1.2i. Provide students with instructional materials to support learning at home during Distance Learning

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

List specific strategies to increase the performance of English Learners by one level as measured by ELPAC.

Strategy/Activity

Through the implementation of ELD standards education, we will increase the performance of English Learners one level as measured by ELPAC.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	Title III

	5800: Professional/Consulting Services And Operating Expenditures 1.3 a Provide TCOE professional development in the area of ELD
100000.00	Title I 1000-1999: Certificated Personnel Salaries 1.3b Academic Coach provides teacher support to implement ELD strategies for English Learners
2000.00	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.3c Provide an RTI intervention model to enhance academic support in ELD.
	Other None Specified 1.3d Provide TCOE Migrant Tutors to help provide academic support for EL Learners in the classroom.
100000.00	LCFF None Specified 1.3e. Counselor to monitor redesignated EL students to assess academic progress.
2000.00	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.3f. Provide teachers staff Development Opportunities geared towards ELD/Engagement strategies and state standards.
5000.00	Title II 4000-4999: Books And Supplies 1.3g. Provide teachers with research based resource books to enhance classroom instructional practices in reading and writing.

Strategy/Activity 4

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000.00	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.4a Provide TCOE professional development in the area of TIP.
	Title I 1000-1999: Certificated Personnel Salaries 1.4b Academic Coach to provide new teacher support (observations, demo lessons etc.).
5000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures 1.4c Provide mentors for new teachers to enhance teaching practices and provide one-on-one support.
	Other None Specified 1.4d. Offer a New Teacher Cohort (monthly meetings) on-site to provide new teachers with support.
	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.4e. Provide new teachers staff development opportunities to attend new teacher training's.
	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.4f. Provide admin and academic coach staff development opportunities geared towards strategies for coaching new and struggling teachers.

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 implement standards-based materials, include supplemental materials.

Strategy/Activity

The district will maintain 100% of the latest state adopted materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000.00	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.5a Provide TCOE professional consultants in the area of NGSS / STEM.
5000.00	Title II 5000-5999: Services And Other Operating Expenditures 1.5b Provide teachers for opportunities for professional development in the area of NGSS.
5000.00	LCFF 4000-4999: Books And Supplies 1.5c. Provide teachers with necessary materials to support NGSS standards (i.e. labs).
7000.00	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.5d Provide teachers opportunities for during the year and summer for curriculum planning for new district adopted materials.

Strategy/Activity 6

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, High Point, Imagine Learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25000.00	Title I 4000-4999: Books And Supplies 1.6a STAR / Accelerated Reader Program / Renaissance / Myon
10000.00	Title I 4000-4999: Books And Supplies 1.6b Provide reading programs geared to enhance reading levels (Imagine Learning, Learning A-Z).
5000.00	Title I

	4000-4999: Books And Supplies 1.6c Provide online Ebooks for the library to encourage and promote students to read at home and school.
3000.00	Title I 4000-4999: Books And Supplies 1.6d Provide school-wide student incentives to promote reading at school and home.
10000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.6e Provide Imagine Learning Reading Programs.
	LCFF 1000-1999: Certificated Personnel Salaries 1.6f. Utilize Academic Coach to monitor the use of supplemental online reading programs and students reading progress (AR).
5000.00	Title I 4000-4999: Books And Supplies 1.6g Purchase updated reading books for the library to promote reading and enhance reading levels
2000.00	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.6h. Provide Reading Teachers opportunities for Professional Development.
5000.00	Unrest Lottery 4000-4999: Books And Supplies 1.6i Provide every student with supplies to promote reading (earbud headphones with mic and bookmarks).

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

List specific actions to increase 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.

Amount(s)	Source(s)
	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.7a Provide PLC training and support
	Title I None Specified 1.7b Provide funding for teacher summer curriculum guide planning
	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.7c TCOE Math Consultant will present and review math state standards with grade level teams during PLC.
2000.00	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.7d TCOE NGSS Consultant will present and review science state standards with grade level teams during PLC.
5000.00	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.7e. Provide teachers staff development opportunities regarding the new & expanded History Social-Science Framework.
	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.7f. Provide admin staff development opportunities to support new adopted standards (i.e. science).

Annual Review

SPSA Year Reviewed: 2019-20

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 a clean, healthy, orderly, physically, and emotionally, safe environment in which to engage students in their learning and 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
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%..

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase student attendance TK-12

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

	Title IV 4000-4999: Books And Supplies 2.1a. Counselor to monitor student grades each trimester and provide academic resources to student and parents.
	LCFF 2000-2999: Classified Personnel Salaries 2.1b Utilize Attendance Technician to monitor and schedule SARB meetings to promote & enhance student attendance.
	Title I 4000-4999: Books And Supplies 2.1c Incentives for student attendance and behavior (i.e. Character Counts student assembly's, certificates, Popcorn & Movie, VIP lunch).
13,120.00	LCFF 5000-5999: Services And Other Operating Expenditures 2.1d Provide educational class field trips as an incentive and to promote positive attendance and behaviors.
	LCFF 2000-2999: Classified Personnel Salaries 2.1e Utilize Spanish-Speaking Community Liaison to assist with home-visits to address attendance/behavioral issues.
0000.00	Title IV 4000-4999: Books And Supplies 2.1f Implement Second Step Curriculum in classrooms to address Social Emotional needs of students
80000.00	LCFF 2000-2999: Classified Personnel Salaries 2.1g Utilize Safety Resource Officer (SRO) to be visible on campus to build positive relationships with students and ensure a safe campus.
	Title I 4000-4999: Books And Supplies 2.1h Provide an engaging learning atmosphere that promotes learning (i.e. Western Day, Constitution Day, STEM Day, Friday Circle, SCICON).
	LCFF 2000-2999: Classified Personnel Salaries 2.1i Utilize Noon-Duty Aides to assist with supervision during breaks and lunch

	Title I 5800: Professional/Consulting Services And Operating Expenditures 2.1j Establish a PBIS (Positive Behavioral Intervention & Supports) team to oversee the implementation of school-wide positive behavioral systems.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

LCAP 2.2. Increase high school graduation rates.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF 1000-1999: Certificated Personnel Salaries 2.2b Utilize Instructional Aides in the Learning Center to provide small group instruction with all students.
	LCFF 1000-1999: Certificated Personnel Salaries 2.2c Utilize RTI system to provide reteach opportunities for students struggling academically.
5000.00	Title I 1000-1999: Certificated Personnel Salaries 2.2d Provide after-school tutoring to students struggling academically.
	LCFF 1000-1999: Certificated Personnel Salaries 2.2e Utilize Retention Conferences to address academic concerns with parents.
0000.00	LCFF 1000-1999: Certificated Personnel Salaries 2.2f Utilize Student Study Teams (SST) to address academic concerns and establish a support plan to help students reach academic success.
14,932.00	Lottery

	4000-4999: Books And Supplies 2.2g. Provide all students with supplies needed to be academically successful including Agendas, Writing Process Folders and Spelling Handbooks.
5000.00	Unrest Lottery None Specified 2.2h Provide spirit shirts for all students to promote school spirit days and positive behaviors and attendance.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Decrease chronic student absenteeism across the district.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
30000.00	LCFF 2000-2999: Classified Personnel Salaries 2.3a Utilize Attendance Clerk to monitor daily attendance and schedule SARB meetings to address and enhance student attendance.
15000.00	LCFF 2000-2999: Classified Personnel Salaries 2.3b Utilize Spanish-Speaking Community Liaison to assist with home-visits to address attendance/behavioral issues.
	LCAP 5000-5999: Services And Other Operating Expenditures 2.3c Utilize SRO to assist with home-visits for chronic absent students.
100000.00	LCFF 1000-1999: Certificated Personnel Salaries 2.3d Utilize Counselor to assist with meeting with parents and students to address attendance and behavioral issues.
10000.00	LCFF

	5000-5999: Services And Other Operating Expenditures 2.3e Provide extra curriculum activities (i.e. sports, Chess Club, Spelling Bee, Band/Choir, ASB Activities, and Spirit Days) to encourage positive student attendance.
	Unrest Lottery None Specified 2.3f. Counselor to provide a Truancy Support Group to target chronic absentee students. Incentives provided to those students attending the group.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Reduce student suspension rates across the district.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000.00	Title IV 5800: Professional/Consulting Services And Operating Expenditures 2.4a Provide TCOE professional development in the area of PBIS/ MTSS
2000.00	Title IV 4000-4999: Books And Supplies 2.4b Utilize Counselor to address Social emotional support and implementation of Second Step Curriculum
	LCFF 5000-5999: Services And Other Operating Expenditures 2.4c Utilize Safety Resource Officer (SRO) to be visible on campus to build positive relationships with students and ensure a safe campus.
	LCAP 2000-2999: Classified Personnel Salaries 2.4d Utilize Breakfast and Noon-Duty Aides to assist with supervision during am/pm breaks and lunch.

00000.00	LCFF 4000-4999: Books And Supplies 2.4e Teachers will conduct classroom presentations to promote positive choices and academic success (Second Step/School Connections Resources).
0000.00	LCFF 1000-1999: Certificated Personnel Salaries 2.4f Utilize Student Safety Surveys to monitor and evaluate safety measures on campus.
0000.00	Title IV 1000-1999: Certificated Personnel Salaries 2.4g Provide counseling services through Turning Point to address student social emotional issues.
1100.00	LCFF 4000-4999: Books And Supplies 2.4h Post PBIS student expectations around the campus and in classrooms to promote positive behaviors and good character.
5000.00	Other None Specified 2.4i. Provide classified and certificated staff development opportunities geared towards de-escalation techniques (i.e. CPI).
10000.00	Other None Specified 2.4j. Update school equipment and facilities to provide a safe, clean and fun learning environment (i.e. security cameras to ensure student and staff safety).

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

LCAP 2.5. Decrease student expulsion rates across the district.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title IV

	4000-4999: Books And Supplies 2.5a Provide Second Step / PBIS resources
	Other 4000-4999: Books And Supplies 2.5b Utilize Counselor to address and assess Anti-Bulying reporting system.
6000.00	Title IV 5800: Professional/Consulting Services And Operating Expenditures 2.5c Provide TCOE professional development in the area of PBIS/ MTSS.
	LCAP 5000-5999: Services And Other Operating Expenditures 2.6c Utilize Safety Resource Officer (SRO) to be visible on campus to build positive relationships with students and ensure a safe campus.
18000.00	LCFF 2000-2999: Classified Personnel Salaries 2.4d Utilize Breakfast & Noon-Duty Aides to assist with supervise during am/pm breaks and lunch
15000.00	Title IV 5800: Professional/Consulting Services And Operating Expenditures 2.4e Provide counseling services through Turning Point to address student social emotional issues.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Decrease student dropout rates.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	Title I 4000-4999: Books And Supplies

	2.6a Provide incentives for student attendance and behavior (i.e. student assembly's, certificates, movie during lunch, VIP Table).
5000.00	LCFF 5000-5999: Services And Other Operating Expenditures 2.6b Provide educational class field trips as an incentive to promote positive attendance and behaviors.
1000.00	Title I 4000-4999: Books And Supplies 2.6c Provide an engaging and fun learning atmosphere that promotes learning, teamwork and responsibility (i.e. Photography Club and Game Club).
	LCFF 1000-1999: Certificated Personnel Salaries 2.6 d Provide parent-teacher conferences to promote parent engagement and academic success.
	LCFF 1000-1999: Certificated Personnel Salaries 2.6e Utilize Student Study Teams (SST) to address academic concerns and establish a support plan to help student reach academic success.
10000.00	Title IV 5800: Professional/Consulting Services And Operating Expenditures 2.6f Provide counseling services through Turning Point to address student social emotional issues.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

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.

Amount(s)	Source(s)

	LCFF 2000-2999: Classified Personnel Salaries 2.7a Procedures in place to utilize & respond to the districts Property & Liability Inspection reports to address compliance/safety issues (i.e. bathrooms, classrooms, office, play structure, cafeteria).
2000.00	Unrest Lottery 0001-0999: Unrestricted: Locally Defined 2.7b Provide updated playing equipment & supplies for students (i.e. tether-balls, basketballs, volleyballs).
1000.00	LCAP 5000-5999: Services And Other Operating Expenditures 2.7c. Update all safety signs to ensure student safety (i.e. handicap signs)

Annual Review

SPSA Year Reviewed: 2019-20

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 year 2019-20..	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)

All Students

Strategy/Activity

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.

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

Amount(s) Source(s)

5000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures 3.1a Provide PIQE parent training to enhance parent involvement.
10000.00	Adult Education None Specified 3.1b Provide Adult Education ESL / Diploma classes (VUSD)
	Title I 2000-2999: Classified Personnel Salaries 3.1c Utilize Community Liaison to assist with outreach services.
1000.00	Title I 5000-5999: Services And Other Operating Expenditures 3.1 d Advertise and recruit parents to get involved with parent organizations on campus including ELAC, SSC, Title I.
4000.00	Title I 4000-4999: Books And Supplies 3.1e Provide resources to encourage parent participation (i.e. materials and supplies, child care, food/drinks).
1000.00	Title I 4000-4999: Books And Supplies 3.1f Utilize monthly Parent Newsletter in English and Spanish to update parents on school activities.
1000.00	Title I 2000-2999: Classified Personnel Salaries 3.1e Spanish translations available for parent meetings including Back to School Night, IEP's, 504's, Parent-Teacher Conferences, ELAC, SSC,Open House etc.
1000.00	Title I 4000-4999: Books And Supplies 3.1 f. Promote/advertise positive parent activities geared to bring parents involved (i.e. Lunch on the Lawn, Pastries With Parents, sport events, Literacy Night).
1000.00	Title I 4000-4999: Books And Supplies 3.1g Promote/advertise student performances (i.e. Band/Choir Performances, Constitution Day, Student Academic Awards Assemblies,

	student speeches) to encourage parent involvement.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

List specific actions to support parent understanding of technology, CCSS, and literacy.

Strategy/Activity

Provide parent education courses (minimum of 2) for the purpose of understanding the use of technology, CCSS and English-As-A-Second-Language.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	Title III Immigrant 4000-4999: Books And Supplies 3.2a Provide family literacy events to promote literacy efforts.
	LCFF 1000-1999: Certificated Personnel Salaries 3.2b Provide parents with information on CCSS and Parent Portal during parent meetings (i.e. 504's, SST's, Parent-Teacher Conferences, Back to School Night, Open House, SSC meetings, ELAC meetings).
1000.00	Title I 4000-4999: Books And Supplies 3.2c Utilize mailings to provide parents information on student academic progress and CCSS.

Annual Review

SPSA Year Reviewed: 2019-20

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 had 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.

Utilize the Community Liaison to provide consistent community outreach required to encourage parent participation.

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

College & Career Awareness

LEA/LCAP Goal

Every student will graduate with 21st Century skills and a broad course of study for success and/or a college preparatory curriculum.

Goal 4

All students at Freedom Elementary will be provided with opportunities to be exposed to college and career opportunities.

Identified Need

Develop 21st Century career pathways that provide opportunities for all students to be prepared to enter college and careers. Expand college and career opportunities for students in Kindergarten through high school and increase the percent of high needs students enrolled.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of college & career sponsored activities during 2019-20 school year.	School calendar utilized to track the number of college & career activities held throughout the year.	The number of college & career 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)

All Students

Strategy/Activity

Increase the number of all students, including unduplicated and special needs who are college and career ready.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

3598.00	LCFF 4000-4999: Books And Supplies 4.1a Provide teachers with GATE / Honors materials and resources to support a rigorous and enriching curriculum.
	Title I 4000-4999: Books And Supplies 4.1b Provide material & supplies to support post-secondary and career awareness in the classroom (i.e Student portfolio's, College & Career Personal Goal-Setting, Cornell Notes)
2000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures 4.1c Promote college field trips to expose students to college environment (i.e. California State Universities, University of California, private colleges, community colleges).
	LCFF 1000-1999: Certificated Personnel Salaries 4.1d Utilize RTI enrichment to provide students with information on college and careers (i.e. high school counselors, Freedom Counselor, College representatives)
3000.00	Title III 5000-5999: Services And Other Operating Expenditures 4.1e Showcase colleges during Literacy Nights to promote college awareness (i.e. COS, Fresno State, UC Merced, Fresno Pacific).
	LCFF 5000-5999: Services And Other Operating Expenditures 4.1f Promote School-Wide College and Career Dress Up days

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Does not apply to elementary

Strategy/Activity

Increase the percentage of all students, including unduplicated and special needs who are “conditionally ready or ready” on the EAP/ ELA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

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

Does not apply to elementary

Strategy/Activity

Increase the number of all students, including unduplicated and special needs who are "conditionally ready or ready on the EAP in 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.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All strategies and actions were implemented as listed in Goal 4.

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

There was no difference between intended implementation and or budgeted expenditures in Goal 4.

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 district will continue with the strategies and activities described in Goal 4.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

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

Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$279,988.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$831,503.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$170,695.00
Title II	$26,561.00
Title III	$
Title IV	$
Title III Immigrant	$
Federal Special Ed	$292,389.00
State Spec Ed	$40,755.00

Subtotal of additional federal funds included for this school: $550,405.00

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

State or Local Programs	Allocation ($)
Adult Education	$
LCAP	$381,177.00
LCFF	$453,418.00
Other-Unrest Lottery	$31,020.00
Other-ESSERS	$7,754.00

Subtotal of state or local funds included for this school: $281,098.00

Total of federal, state, and/or local funds for this school: $831,503.00

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
Title I	170,695.00	0
Title II	26,561.00	0
Title III		0
Unrest Lottery	31,020.00	0
Other		0
LCFF	453,418.00	0

Expenditures by Funding Source

Funding Source	Amount
Adult Education	10,000.00
LCAP	244,098.00
LCFF	18,000.00
Lottery	5,500.00
Other	9,000.00
Title I	233,482.00
Title II	18,002.00
Title III	19,000.00
Title III Immigrant	984.00
Title IV	14,520.00
Unrest Lottery	4,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	800.00
1000-1999: Certificated Personnel Salaries	168,446.00

2000-2999: Classified Personnel Salaries	29,000.00
4000-4999: Books And Supplies	187,727.00
5000-5999: Services And Other Operating Expenditures	37,500.00
5800: Professional/Consulting Services And Operating Expenditures	298,566.00
5900: Communications	5,000.00
None Specified	14,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	Adult Education	10,000.00
1000-1999: Certificated Personnel Salaries	LCAP	0.00
2000-2999: Classified Personnel Salaries	LCAP	27,000.00
4000-4999: Books And Supplies	LCAP	33,098.00
5000-5999: Services And Other Operating Expenditures	LCAP	34,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP	150,000.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00
2000-2999: Classified Personnel Salaries	LCFF	0.00
4000-4999: Books And Supplies	LCFF	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	18,000.00
4000-4999: Books And Supplies	Lottery	5,500.00
4000-4999: Books And Supplies	Other	0.00
5900: Communications	Other	5,000.00
None Specified	Other	4,000.00
1000-1999: Certificated Personnel Salaries	Title I	153,446.00
2000-2999: Classified Personnel Salaries	Title I	2,000.00
4000-4999: Books And Supplies	Title I	139,629.00

5000-5999: Services And Other Operating Expenditures	Title I	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	73,500.00
None Specified	Title I	0.00
4000-4999: Books And Supplies	Title II	2,500.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	28,066.00
1000-1999: Certificated Personnel Salaries	Title III	3,000.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	10,000.00
4000-4999: Books And Supplies	Title III Immigrant	984.00
1000-1999: Certificated Personnel Salaries	Title IV	6,000.00
4000-4999: Books And Supplies	Title IV	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	2,520.00
0001-0999: Unrestricted: Locally Defined	Unrest Lottery	800.00
5000-5999: Services And Other Operating Expenditures	Unrest Lottery	3,500.00
None Specified	Unrest Lottery	200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	616,041.00
Goal 2	88,500.00
Goal 3	33,100.00
Goal 4	3,598.00

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

Parent or Community Members

Name of Members	Role
Emily Rodriguez, Ed.D.	Principal
Cristal Villalobos	Other School Staff
Suzie Martinez	Other School Staff
Clifford Ayers	Other School Staff
Socorro Lozano	Classroom Teacher
Sebastian Santillan	Classroom Teacher
Myra Garcia	Parent or Community Member
Janet Clark	Parent or Community Member
Maria Chacon	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 23, 2019.

Attested:

Principal, Emily Rodriguez, Ed.D. on 10/28/2020

SSC Chairperson, Myra Garcia on 10/28/2020

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.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019