



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Freedom School	Elementary	54-75325-0106021	October 8, 2024	October 22, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Freedom Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Freedom Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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.

This plan intends to support the school in meeting the below listed ESSA planning requirement in alignment with the LCAP and other federal, state and local program as needed such as:

- Schoolwide Program
- Additional Targeted Support and Improvements
- Multi-Tiered Systems of Support

This is the School Plan for Student Achievement (SPSA) for the 2024-2025 School year at Freedom Elementary School. Freedom Elementary is designated as a "Schoolwide Program (SWP)." The purpose of a SWP is to continuously improve academic achievement for all students; with the goal of ensuring proficiency on the state academic standards assessment. While Actions and goals may focus on specific low performing subgroup supports, the intent is to improve the overall educational program of the school for all enrolled students.

Freedom Elementary School will implement multi-tiered systems of support in the areas of academic, behavior and social emotional support for all students in 4th through 6th grade. Freedom Elementary has a structured approach to aligning its SPSA with site, district goals, actions and services outlined in the Local Control Accountability Plan (LCAP). By aligning goals and actions the school aims to leverage federal funds, such as, Title I, II, III, and IV, to supplement its initiative and resources to meet the needs of all students.

Freedom Elementary is committed to developing systems that focus on the continuous improvement of our instructional programs to ensure our students are receiving high quality education that integrate evidence based practices in every classroom. All staff take part in weekly Professional Learning Community meetings to identify areas of need and develop action plans that support staff and students. Student Success Teams meet monthly to review student progress to support tier 1 instruction, as well as, tier 2-3 intervention supports.

School administration has worked with School Site Council (SSC) and other stakeholders to evaluate federally funded actions, evaluate needs for 2023-2024 school year, and match evidence based on programs to those needs for funding. On-going evaluation of the plan is scheduled through the 2024-2025 school year, including input from the English Learner Advisory Council (ELAC). The Development plan is aligned with the district's LCAP goals, board priorities and metrics, with additional components added by the SSC as needed to meet school-specific targets and evaluate school-specific actions. Title Budget goal allotments are created in line with the SPSA identified needs and changes require SSC approval throughout the school year.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The involvement process of the development and approval of the SPSA includes stie administration, parents, staff and committee members. The selection process was followed for the 2024-2025 school year where parents and staff were nominated and selected through means of ballot vote to be representative on the SSC. Input is solicited from the SSC members and an evaluation of previous plans was conducted through analysis of site data and a needs assessment to guide the development of this plan.

Freedom's bilingual Community Liaison 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 2023-2024 school year to help with the annual review process with SSC involvement. A total of six SSC meetings are scheduled for 2024-2025 school year to ensure involvement of all SSC members in the annual review and update of the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Red: English Language Arts
Red: Mathematics

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Suspension Rate overall indicator was green, students with disabilities were listed in the orange performance level.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

According to the local STAR Math and AR Reading/ Guided Reading screeners we identified the need to improve literacy across grades 4-6 as well as basic mathematical concepts in each grade level.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Freedom Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.52%	0.53%	0	3	3
African American	%	0%	%	0	0	
Asian	0.36%	0.52%	0.88%	2	3	5
Filipino	%	0%	%	0	0	
Hispanic/Latino	96.76%	96.68%	96.47%	537	553	546
Pacific Islander	%	0%	%	0	0	
White	%	1.4%	2.12%	0	8	12
Multiple	%	0%	%	0	0	
Total Enrollment				555	572	566

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 4	189	196	175
Grade 5	191	187	197
Grade 6	175	189	194
Total Enrollment	555	572	566

Conclusions based on this data:

- Freedom's is in declining enrollment as consistent with the overall district enrollment.
- Freedom's Hispanic population remains to be the highest represented ethnic group.
- Freedom serves the majority of Hispanic/Latinx.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	241	294	298	38.4%	43.4%	52.7%
Fluent English Proficient (FEP)	104	63	60	22.8%	18.7%	10.6%
Reclassified Fluent English Proficient (RFEP)	88	72		4.7%	26.8%	7.2%

Conclusions based on this data:

1. Freedom's English Learner population continues to increase.
2. The FEP student enrollment has decreased over the past three years.
3. The RFEP student has decreased, EL support is needed school wide.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	190	184	198	176	183	198	176	183	198	92.6	99.5	100.0
Grade 5	169	186	187	158	184	185	157	184	185	93.5	98.9	98.9
Grade 6	197	180	186	170	179	186	170	179	186	86.3	99.4	100.0
All Grades	556	550	571	504	546	569	503	546	569	90.6	99.3	99.6

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	2387.	2399.	2374.	8.52	7.10	3.54	10.80	16.39	11.62	15.34	21.31	16.67	65.34	55.19	68.18
Grade 5	2426.	2437.	2425.	5.73	7.61	7.03	19.75	15.76	16.22	14.01	21.20	17.84	60.51	55.43	58.92
Grade 6	2452.	2455.	2444.	5.88	3.91	6.45	14.12	20.67	10.75	26.47	27.37	26.88	53.53	48.04	55.91
All Grades	N/A	N/A	N/A	6.76	6.23	5.62	14.71	17.58	12.83	18.69	23.26	20.39	59.84	52.93	61.16

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	4.57	6.01	6.06	57.14	61.20	54.04	38.29	32.79	39.90
Grade 5	5.73	8.70	7.57	48.41	58.70	56.22	45.86	32.61	36.22
Grade 6	6.55	3.91	8.06	40.48	53.07	40.86	52.98	43.02	51.08
All Grades	5.60	6.23	7.21	48.80	57.69	50.44	45.60	36.08	42.36

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	5.78	2.73	1.01	37.57	49.18	35.35	56.65	48.09	63.64
Grade 5	5.10	8.15	4.86	43.31	39.67	44.32	51.59	52.17	50.81
Grade 6	6.02	3.91	4.84	43.37	37.43	36.02	50.60	58.66	59.14
All Grades	5.65	4.95	3.51	41.33	42.12	38.49	53.02	52.93	58.00

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	3.45	6.56	6.57	67.24	61.75	67.17	29.31	31.69	26.26
Grade 5	3.18	9.78	7.03	80.25	65.22	64.32	16.56	25.00	28.65
Grade 6	10.71	9.50	4.30	62.50	67.04	72.04	26.79	23.46	23.66
All Grades	5.81	8.61	5.98	69.74	64.65	67.84	24.45	26.74	26.19

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	8.52	8.20	4.55	60.23	59.56	53.54	31.25	32.24	41.92
Grade 5	6.37	8.70	7.03	50.96	56.52	54.59	42.68	34.78	38.38
Grade 6	10.00	5.59	5.38	57.06	60.89	62.37	32.94	33.52	32.26
All Grades	8.35	7.51	5.62	56.26	58.97	56.77	35.39	33.52	37.61

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Conclusions based on this data:

1. Analyzing the 2022-2023 Overall Achievement for All Students, scores dipped from 21-22 with the exception of the Listening domain.
2. Listening was the strongest domain among all grade levels and it strengthen in 22-23.
3. The writing domain was the area of lowest performance for all grade levels.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	190	183	198	167	182	198	167	182	198	87.9	99.5	100.0
Grade 5	169	186	187	146	184	185	146	184	185	86.4	98.9	98.9
Grade 6	197	180	186	159	179	186	159	179	186	80.7	99.4	100.0
All Grades	556	549	571	472	545	569	472	545	569	84.9	99.3	99.6

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	2391.	2394.	2392.	1.20	2.20	2.53	10.18	11.54	7.58	28.14	31.32	27.27	60.48	54.95	62.63
Grade 5	2416.	2416.	2410.	6.85	3.80	1.08	2.74	7.61	7.57	18.49	19.57	21.62	71.92	69.02	69.73
Grade 6	2426.	2446.	2435.	5.66	3.91	3.23	6.29	8.94	10.75	16.98	26.82	21.51	71.07	60.34	64.52
All Grades	N/A	N/A	N/A	4.45	3.30	2.28	6.57	9.36	8.61	21.40	25.87	23.55	67.58	61.47	65.55

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	3.05	4.40	2.53	33.54	34.07	34.85	63.41	61.54	62.63
Grade 5	3.42	3.26	1.62	29.45	32.61	32.43	67.12	64.13	65.95
Grade 6	2.56	5.03	5.38	25.64	38.55	29.03	71.79	56.42	65.59
All Grades	3.00	4.22	3.16	29.61	35.05	32.16	67.38	60.73	64.67

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	2.40	3.30	2.02	40.12	37.36	30.81	57.49	59.34	67.17
Grade 5	6.16	3.26	2.16	36.99	38.59	41.08	56.85	58.15	56.76
Grade 6	4.40	3.35	3.23	35.22	38.55	36.56	60.38	58.10	60.22
All Grades	4.24	3.30	2.46	37.50	38.17	36.03	58.26	58.53	61.51

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	3.01	3.85	4.04	52.41	45.60	45.96	44.58	50.55	50.00
Grade 5	2.74	3.80	1.62	54.79	47.83	47.03	42.47	48.37	51.35
Grade 6	6.92	1.12	3.76	52.83	58.10	47.31	40.25	40.78	48.92
All Grades	4.25	2.94	3.16	53.29	50.46	46.75	42.46	46.61	50.09

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Conclusions based on this data:

- Analyzing the Overall 2022-23 Achievement Data for ALL students taking the CAASPP-Mathematics test: (reference 22-23 data and include conclusions from 23-24 data as related to 24-25 SPSA actions)
- Analyzing the Concepts and Procedures 2022-23 Data:
 % Above Standard=3.16
 % At or Near Standard=32.16
 % Below Standard=64.67

3. Analyzing the Communicating Reasoning 2022-23 Data:

% Above Standard=3.16

% At or Near Standard=46.75

% Below Standard=50.09

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	1485.1	1509.7	1491.9	1488.4	1509.7	1495.9	1481.3	1509.2	1487.5	86	102	95
5	1502.6	1511.5	1532.5	1505.9	1510.3	1535.4	1499.0	1512.0	1529.2	51	83	94
6	1512.8	1507.3	1526.6	1515.5	1502.4	1537.1	1509.7	1511.7	1515.6	74	57	81
All Grades										211	242	270

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	4.71	14.71	9.47	29.41	43.14	31.58	45.88	32.35	37.89	20.00	9.80	21.05	85	102	95
5	12.00	13.25	26.60	28.00	37.35	38.30	38.00	38.55	27.66	22.00	10.84	7.45	50	83	94
6	7.81	15.79	16.05	42.19	22.81	44.44	39.06	36.84	29.63	10.94	24.56	9.88	64	57	81
All Grades	7.54	14.46	17.41	33.17	36.36	37.78	41.71	35.54	31.85	17.59	13.64	12.96	199	242	270

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	16.47	34.31	28.42	48.24	45.10	44.21	23.53	13.73	14.74	11.76	6.86	12.63	85	102	95
5	30.00	25.30	40.43	42.00	53.01	51.06	14.00	13.25	3.19	14.00	8.43	5.32	50	83	94
6	31.25	28.07	54.32	42.19	40.35	30.86	18.75	14.04	9.88	7.81	17.54	4.94	64	57	81
All Grades	24.62	29.75	40.37	44.72	46.69	42.59	19.60	13.64	9.26	11.06	9.92	7.78	199	242	270

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	2.35	8.82	4.21	9.41	23.53	14.74	37.65	39.22	34.74	50.59	28.43	46.32	85	102	95
5	8.00	4.82	10.64	4.00	16.87	18.09	42.00	48.19	52.13	46.00	30.12	19.15	50	83	94
6	1.56	5.26	1.23	9.38	15.79	19.75	51.56	43.86	45.68	37.50	35.09	33.33	64	57	81
All Grades	3.52	6.61	5.56	8.04	19.42	17.41	43.22	43.39	44.07	45.23	30.58	32.96	199	242	270

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	20.00	47.06	29.47	68.24	49.02	61.05	11.76	3.92	9.47	85	102	95
5	16.00	13.25	32.98	66.00	77.11	58.51	18.00	9.64	8.51	50	83	94
6	14.52	5.26	17.28	62.90	75.44	65.43	22.58	19.30	17.28	62	57	81
All Grades	17.26	25.62	27.04	65.99	64.88	61.48	16.75	9.50	11.48	197	242	270

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	41.33	26.47	32.63	48.00	58.82	50.53	10.67	14.71	16.84	75	102	95
5	54.35	57.83	76.60	26.09	25.30	17.02	19.57	16.87	6.38	46	83	94
6	58.93	49.12	72.84	39.29	29.82	22.22	1.79	21.05	4.94	56	57	81
All Grades	50.28	42.56	60.00	39.55	40.50	30.37	10.17	16.94	9.63	177	242	270

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	2.38	8.82	5.26	46.43	51.96	42.11	51.19	39.22	52.63	84	102	95
5	8.00	6.02	18.09	42.00	56.63	52.13	50.00	37.35	29.79	50	83	94
6	1.56	5.26	3.70	37.50	24.56	33.33	60.94	70.18	62.96	64	57	81
All Grades	3.54	7.02	9.26	42.42	47.11	42.96	54.04	45.87	47.78	198	242	270

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	2.35	24.51	13.68	61.18	58.82	56.84	36.47	16.67	29.47	85	102	95
5	6.00	13.25	20.21	66.00	61.45	67.02	28.00	25.30	12.77	50	83	94
6	4.84	12.28	11.11	83.87	71.93	75.31	11.29	15.79	13.58	62	57	81
All Grades	4.06	17.77	15.19	69.54	62.81	65.93	26.40	19.42	18.89	197	242	270

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Writing Domain increased by 10% for students for well-developed, while sustaining in the somewhat/moderately developed level and decreasing by 10% for decreasing for all grade levels in the somewhat/moderately and beginning levels by 10%.
2. All grade levels performed the highest in the Speaking and Listening Domain.
3. Overall English learners declined by 10.4 points

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
572	87.4	51.4	1
Total Number of Students enrolled in Freedom Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	294	51.4
Foster Youth	6	1
Homeless	5	0.9
Socioeconomically Disadvantaged	500	87.4
Students with Disabilities	48	8.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	3	0.5
Asian	3	0.5
Hispanic	553	96.7
White	8	1.4

Conclusions based on this data:

1. Analysis of the 2022-23 data reflect a student population of of English Learners: 294 or 51.4%
2. Analysis of the 2022-23 data reflect student population of Socioeconomically Disadvantaged: 87.4%
3. Analysis of the 2022-23 data reflect a student population of Hispanic: 96.7% and 1.4% White.

School and Student Performance Data

Overall Performance






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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Red</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Green</div>
<div>Mathematics</div> <div> Red</div>		
<div>English Learner Progress</div> <div> Yellow</div>		

Conclusions based on this data:

1. English Language Arts and Mathematics fell in the Red Indicator which is the lowest performing indicator.
2. English Learner Progress and Chronic Absenteeism are maintaining in the Yellow indicator range.
3. Suspension rate was noted at the Green indicator range.

School and Student Performance Data

Academic Performance English Language Arts

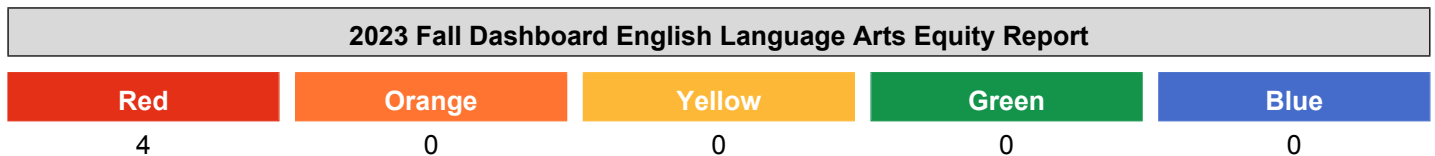
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Red 85.3 points below standard Decreased -14.7 points 544 Students	English Learners Red 104 points below standard Decreased Significantly -21 points 295 Students	Foster Youth Less than 11 Students 5 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged Red 87.9 points below standard Decreased Significantly -15.1 points 478 Students	Students with Disabilities Red 176.4 points below standard Decreased -6 points 48 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian Less than 11 Students 3 Students	Asian Less than 11 Students 3 Students	Filipino  No Performance Color 0 Students
Hispanic  Red 86 points below standard Decreased -14.9 points 526 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White Less than 11 Students 7 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 125.4 points below standard Decreased Significantly -25.6 points 250 Students	Reclassified English Learners 15 points above standard Increased Significantly +25.2 points 45 Students	English Only 77.3 points below standard Decreased -9.2 points 203 Students
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Conclusions based on this data:

- Overall, All students decreased by 14.7 points in English Language Arts.
- English Learner subgroup scored 125.4 points below standard for a decrease of 25.6 points, while Reclassified English Learners are 15 points above standard, signifying an increase of 25.2 points.
- English only students score 77.3 points below standard and decreased 9.2 point from last year.

School and Student Performance Data

Academic Performance Mathematics

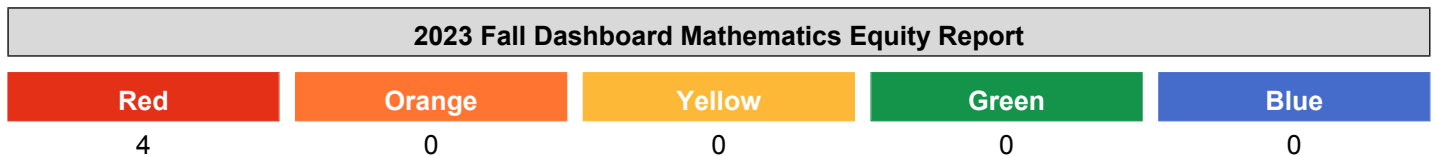
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 107.6 points below standard Decreased -6.9 points 544 Students	English Learners  Red 120.1 points below standard Decreased -10.4 points 295 Students	Foster Youth Less than 11 Students 5 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Red 109.1 points below standard Decreased -6.8 points 478 Students	Students with Disabilities  Red 195 points below standard Decreased Significantly -22 points 48 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 108.2 points below standard Decreased -6.2 points 526 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
135.5 points below standard Decreased -13.2 points 250 Students	34 points below standard Increased Significantly +21 points 45 Students	99.9 points below standard Maintained +1.1 points 203 Students

Conclusions based on this data:

1. All students scored in the Red indicator with a 6.9 point decrease overall.
2. English Learners scored 135.5 points below standards with a decrease of 13.2 points from the previous year, while RFEP students scored only 34 points below standard and increased significantly with 21 points growth.
3. English only students scored a 99.9 points below standard and maintained by +1.1 points above standard from last year.

School and Student Performance Data

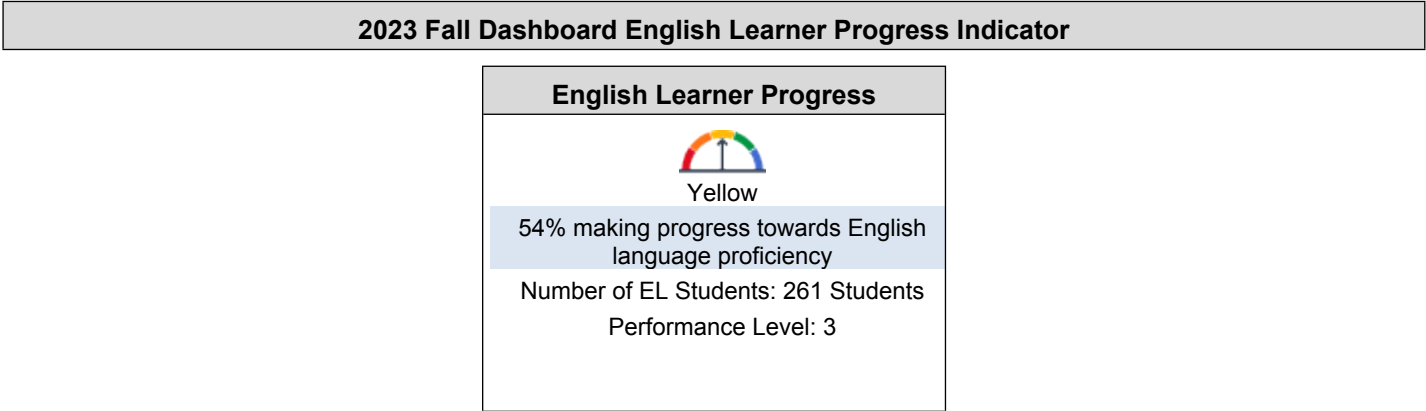
Academic Performance English Learner Progress

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



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.

2023 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
34	86	5	136

Conclusions based on this data:

1. 53% of students progressed at least one ELPI level from last school year.
2. 13% of students decreased one ELPI level from last school year.
3. 21% of students maintained their current ELPI levels. 2% maintained their ELPI level of 4.

School and Student Performance Data

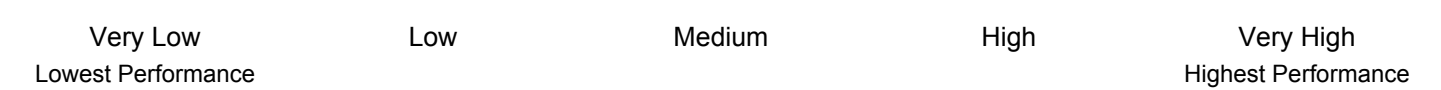
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

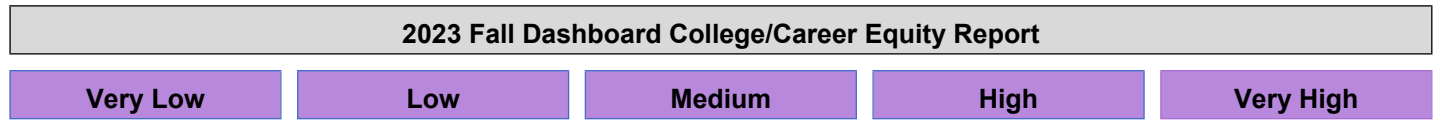
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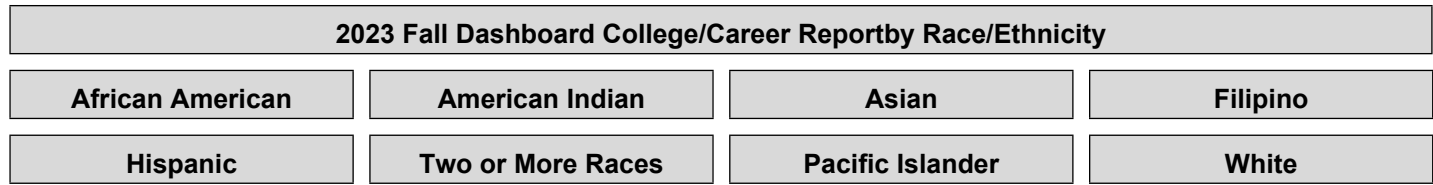
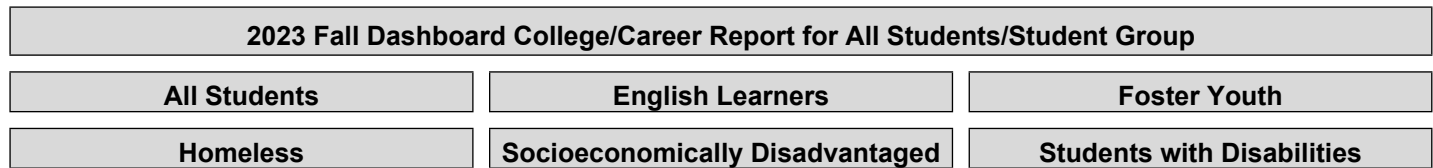
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1. N/A- No Data available for this indicator.
- 2. N/A
- 3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 17.5% Chronically Absent Declined Significantly -3.3 587 Students	 Orange 15.4% Chronically Absent Increased 1.1 306 Students	Less than 11 Students 5 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 5 Students	 Yellow 18% Chronically Absent Declined -2.5 518 Students	 Orange 26.4% Chronically Absent Declined -5.6 53 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian Less than 11 Students 3 Students	Asian Less than 11 Students 3 Students	Filipino  No Performance Color 0 Students
Hispanic  Yellow 17.7% Chronically Absent Declined -2.7 565 Students	Two or More Races Less than 11 Students 5 Students	Pacific Islander  No Performance Color 0 Students	White 27.3% Chronically Absent 0 11 Students

Conclusions based on this data:

1. An increase of 1.% was observed in the English Learner Subgroup with an overall Chronic Absenteeism (Orange) rate of 15.4%
2. A decline of 5.6% was observed in the SWD subgroup with an overall chronic absenteeism (orange) rate of 26.4%. This subgroup had the highest absenteeism rate.
3. An overall rate of 17.5% of Chronic Absenteeism (Yellow) among all subgroup which is a -3.3% decrease from previous year.

School and Student Performance Data

Academic Engagement

Graduation Rate

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A- no data available
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

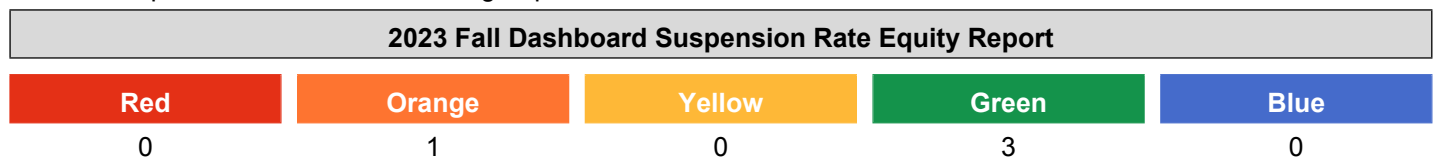
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 1.7% suspended at least one day Declined -0.7 590 Students	English Learners Green 2% suspended at least one day Declined -0.4 307 Students	Foster Youth Less than 11 Students 6 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Green 1.3% suspended at least one day Declined Significantly -1 520 Students	Students with Disabilities Orange 3.7% suspended at least one day Maintained -0.2 54 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian Less than 11 Students 3 Students	Asian Less than 11 Students 3 Students	Filipino  No Performance Color 0 Students
Hispanic  Green 1.8% suspended at least one day Declined -0.5 568 Students	Two or More Races Less than 11 Students 5 Students	Pacific Islander  No Performance Color 0 Students	White 0% suspended at least one day 11 Students

Conclusions based on this data:

1. 1.7% of all students were suspended at least one day with an overall decrease of -0.7 from last year.
2. 2% of English Learners were suspended at least one day which was a decrease of -0.4% from last school year.
3. 3.7% of Students with disabilities were suspended at least one day, this subgroup maintained with a -0.2%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Implementation of state standards with focus on Essential Standards.

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 student groups (English Learners, Students With Disabilities, Foster and/or Unhoused) in all core discipline areas for English Language Arts (ELA) and Mathematics.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The annual 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. With the focus on literacy, there is work to be done with only 29.4% of all students meeting proficient or advance proficiency. (EL- I-ELD/ D-ELD, math, reading, and writing) Freedom Elementary will continue to conduct class walk throughs to assess Tier 1 instruction and provide teacher support in evidence based instructional practices in ELA, Math and ELD. Staff will engage in professional development to support the strengthening of effective instructional practices that elevate student performance.

Professional development need:

- Integrated ELD instructional practices
- Designated ELD lesson design
- Lesson Design for tier 1 instruction
- Unpacking standards
- common formative assessments
- analyzing and utilizing data to adjust instruction
- cross-grade vertical articulation

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1) CAASPP- English Language Arts Students Scale Score Distance from grade level standard Data Source: 2023 CA School Dashboard	2023: All students: 85.3 points below standard, Decline of 14.7 points SED: 87.9 points below standard, declined 15.1 points EL: 104 points below standard, declined 21 points SWD: 176.4 points below standard, declined 6 points.	All students: 68.3 points below standard SED: 70.9 points below standard EL: 87 points below standard SWD: 159.4 points below standard
2) CAASPP - Mathematics Students Scale Score Distance form grade level standard Data Source: 2023 CA School Dashboard	2023: All students: 107.6 points below standard, Decline of 6.9 points SED: 109.1points below standard, declined 6.8 points EL: 120 points below standard, declined 10.4 points SWD: 195 points below standard, declined 22 points.	All students: 53.3 points below standard SED: 55.9 points below standard EL: 72 points below standard SWD: 144.4 points below standard
3) ELPAC Results Students Scale Score Distance form grade level standard Data Source: 2023 CA School Dashboard	2023: 54% making progress towards English language proficiency. 13% ELs decreased at least 1 level 33% ELs who maintained ELPI levels 1.9% of ELs who maintained ELPI L4. 52.1% ELs who progressed at least one ELPI level.	100% of our EL population will continue making progress overall toward English Language Proficiency and grow at least one ELPI level on the ELPAC.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide school materials for students to support academic success. (instructional resources, supplemental materials that expand and support differentiated levels of instruction.) School materials as necessary such as, binder, notebooks, pencils, highlighters, utensil pouches, dividers, writing paper.	English Learners Socioeconomically Disadvantaged Hispanic Subgroups	20,000 Title I 4000-4999: Books And Supplies
1.2	The purchase of 21st Century technology and infrastructure such as digital supplemental curriculum, and school wide software. Technology resources and replacement Chromebook will be provided to all students including unduplicated students having classroom access to 21st Century	All Students	10,000 Title I 4000-4999: Books And Supplies

	learning resources and technology to improve their performance on state SBAC assessments. Program such as, AR and STAR Math digital screening licenses, Digital licenses to support academic subject areas of ELA/ Math and ELD.		
1.3	Small group instruction supplemental supports to provide additional training to intervention staff in the areas of tier reading, writing and math intervention. Staff to be compensated for participating in necessary training to ensure quality services to our low performing most vulnerable students.	All Students	5,000 Title I 5800: Professional/Consulting Services And Operating Expenditures
1.4	ELD Coaching and professional development for all teachers in evidence-based best practices. Teachers will be exposed to a coaching cycle that focuses on PD, Observation, planning, co-teaching and coaching opportunities to ensure implantation of learned skills, practices and ELD strategies.	All Students	30,000 Title I 5800: Professional/Consulting Services And Operating Expenditures
1.5	Purchase supplemental instructional materials to support implementation of CCSS Provide standards-based classroom materials for all grade levels. (priority standard flip chart cards from TCOE)	All students	1,000 Title I 5000-5999: Services And Other Operating Expenditures
1.6	Provide MTSS intervention aides to support ELA and Math Provide MTSS interventions for identified at-risk unduplicated students Intervention teachers provide small group instruction in ELA, lead instructional aides in small group ELA instruction, and provide targeted foundational Math strategies to leveled groups. Tier 2 and tier 3, Intervention group supplemental supplies for small group literacy and math support. Material to support intervention groups can vary from markers, whiteboards, folders, card stock papers, book bags, labels, storage rolling carts.	All Students	2,000 Title I 5000-5999: Services And Other Operating Expenditures
1.7	Provide an Academic Coach to support tier 1 instruction for development and establishment of evidence based instructional practices and tier 1 and tier 2 intervention and supports.	All students	105,296 Title I 1000-1999: Certificated Personnel Salaries 43,358 Title I 3000-3999: Employee Benefits
1.12			
1.13			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate

All students (EL,SWD and Foster and/or Unhoused) at Freedom Elementary will be educated in a safe and healthy learning environment that assists in improving student academic performance through student engagement, social emotional and attendance support.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The school has experienced a history of average daily attendance of 80% 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. With the focus of attendance, all subgroups (EL, SWD, and Foster and/or Unhoused) will be monitored using school wide prevention and support staff (MTSS team, Social Worker, Community Liaison)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Suspension Rate Percent of Students Suspended at least once Data Source: CA Dashboard	All Students: 1.7%, this was a decline of 0.7% from the previous school year. SWD: 3.7% EL: 2% HIS: 1.8% SED: 1.3%	All Students: 1% SWD: 1.7% EL: 1% HIS: 1% SED: 1%
2. Chronic Absenteeism Percent of Students Absent for at least 10% of the school year Data Source: CA Dashboard	All students: 17.5%, a decline of 3.3% from the previous school year. SWD: 26.4% EL: 15.4% HIS: 17.7% SED: 18%	All students: 12.5% SWD: 21% EL: 10% HIS: 12% SED: 13%
3. Expulsion Rate Percent of Students Expelled Data Source: DataQuest	All Students: 0%	All Students: 0%
4. English Learners Reclassification Rate	EL: 7%.	EL: 17%

Percent of EL Students Reclassifying out of English Learner status		
Data Source: DataQuest		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Implement a College and Career day with special guests for students to engage with diverse professionals in the field to promote a love of learning and setting future goals.	All students	2,000 Title I 5000-5999: Services And Other Operating Expenditures
2.2	Implement positive attendance school activities that promote literacy, and STEAM hands on activities during lunch time and assemblies.	All Students	8,000 Title I 5000-5999: Services And Other Operating Expenditures
2.3	Provide timesheets to teachers, aides, counselors and social worker to engage in extra curricular events such as intramural sports coaching, Step up, Poetry and prose, reading revolution, character counts and Expanding Horizons.	All Students	1,500 Title I 1000-1999: Certificated Personnel Salaries Classified Personnel extended hour pay
2.4	Provide supplemental training, resources and signage for promoting and developing a Positive Behavior Intervention System school wide.	All Students	3,000 Title I 5000-5999: Services And Other Operating Expenditures
2.5	Purchase the positivity Projects as a supplemental curriculum to support tier 1 and tier 2 character development through engaging and relevant digital lessons.	All Students	3,000 Title I 5000-5999: Services And Other Operating Expenditures
2.6	Provide funding for continuous reinforcement of positive behavior interventions systems and he implementation of SOAR expectations. It is necessary to continue developing the PBIS infrastructures with visible signage, events and staff training to ensure an effective program implementation to promote and reinforce positive behaviors, as well as, decrease behavior referrals and suspension rate.	All students	3,691 Title I 5000-5999: Services And Other Operating Expenditures
2.7	Partner with the Tulare County Office of Education to provide professional development in the areas of Restorative Practices, Social emotional support, and character development for certificated and classified staff. Professional development fees and resources to be covered.	All students	2,000 Title I 5000-5999: Services And Other Operating Expenditures
2.9			
2.11			
2.13			
2.14			

2.15			
2.16			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation Parent participation and involvement in educational events throughout the school year. Data Source: Sign-in Sheets	PIQE: 10 participants Back to School Night: 200 participants Open House: 200 participants Lunch on the Lawn: 450 participants Participation rate for PIQE classes Sign in sheet for Back to school night, open house, lunch on the lawn, and other night and school wide events.	PIQE: 20 participants Back to School Night: 450 participants Open House: 450 participants Lunch on the Lawn: 550 participants Increase the parent involvement rate by 80% of total school enrollment for every event.
Parent Participation Number of parents participating in SSC, ELAC, DELAC, Community Schools Meetings, Leadership meetings and event planning meetings and events. Data Source: Sign-in Sheets	2023-24 SSC: 8 participants ELAC: 6 participants	SSC: 20 participants ELAC: 20 participants It is expected that at minimum we will have the required attendees at the SSC and ELAC meetings. We expect to double the attendance to 20, required members plus 10 additional attendees.
Coffee with the Principal Events Parent attendance and participation in coffee with the principal events	0 (This will be a brand new event introduced in the 2024-2025 school year.)	Parent attendance and participation in these open session meetings is expected to be at least 25.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide parent education and engagement programs 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.	All Students	3,000 Title I 5800: Professional/Consulting Services And Operating Expenditures
3.2	Provide funding for Spanish translators for school events in which the translation serves as a means to increase educational understanding of our educational systems and to build connections between school members and community members.	All Students	500.00 Title I 2000-2999: Classified Personnel Salaries
3.3	Employ Community Liaison to increase parent communication and parent engagement activities Increase parent engagement and communication, offer budget for extended hour pay to be present to support evening events for parent involvement.	All Students	1,000 Title I 2000-2999: Classified Personnel Salaries
3.4	Provide funding for community outreach, such as staff presenting data, resources and connections during day and evening events such as parent-teacher conferences, educational workshops, events and informational meetings such as SSC, ELAC, DELAC and coffee with the principal events.	All Students	1,000 Title I 1000-1999: Certificated Personnel Salaries
3.5	Purchase Spanish literacy materials Provide Spanish literacy materials for English Learner students and families to access academic language material in both English and Spanish to support ELD but also SLD for dual immersion.	All Students	2,000 Title I 4000-4999: Books And Supplies
3.6	Provide funding for classified staff to serve as child care support for evening educational events, so that parents may engage in meetings and workshops in a focused manner without interruptions.	All students	2,500 Title I 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$249,845.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$249,845.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$249,845.00

Subtotal of additional federal funds included for this school: \$249,845.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$249,845.00

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	249845	0.00
Title II	0	0.00
Title III	0	0.00
Unrest Lottery	0	0.00
Other	0	0.00
LCFF	0	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	249,845.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	107,796.00
2000-2999: Classified Personnel Salaries	4,000.00
3000-3999: Employee Benefits	43,358.00
4000-4999: Books And Supplies	32,000.00
5000-5999: Services And Other Operating Expenditures	24,691.00
5800: Professional/Consulting Services And Operating Expenditures	38,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	107,796.00
2000-2999: Classified Personnel Salaries	Title I	4,000.00
3000-3999: Employee Benefits	Title I	43,358.00
4000-4999: Books And Supplies	Title I	32,000.00
5000-5999: Services And Other Operating Expenditures	Title I	24,691.00

5800: Professional/Consulting
Services And Operating Expenditures

Title I

38,000.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
216,654.00
23,191.00
10,000.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Dr. Cindy Monroy	Principal
Amanda Sanchez	Parent or Community Member
Raquel Lopez	Parent or Community Member
Samantha Hovsepien	Parent or Community Member
Elvira Gamboa	Parent or Community Member
John Troyan	Parent or Community Member
Gabriela Olguin	Parent or Community Member
Karolina Gomez	Classroom Teacher
Yesenia Navarro	Classroom Teacher
Monica Neri	Classroom Teacher
Susie Martinez	Other School Staff
Cristal Villalobos	Other School Staff
Zhaddai Perez Hernandez	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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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 8, 2024.

Attested:

Principal, Dr. Cindy Monroy on 10/8/24
SSC Chairperson, Amanda Sanchez on 10/8/24

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 *EC* 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.
- **Funding Sources:** List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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