School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Freeman Elementary School	57727100000000	5/6/19	June 13, 2019

Purpose and Description

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

Schoolwide Program

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

The school-wide plan meets the Every Student Succeeds Act (ESSA) requirements through: a comprehensive needs assessment of various stakeholders that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards.

The school-wide plan was developed to support the needs of the students at the school as identified through the comprehensive needs assessment. The comprehensive needs assessment was conducted using a "fishbone" strategy which is a strategy utilized to hone in on root causes based on trends identified during the data analysis process. The English Learner Advisory Committee (ELAC) team, the School Site Council (SSC) and the teacher leadership team all met to provide input during the development of this plan. Two subgroups that Freeman will focus on are Students With Disabilities (SWD), and White students. Some strategies that the school is implementing to increase achievement are: a Professional Learning Community (PLC) framework that includes time during the instructional day for students who need additional time to learn the material as well as time to accelerate students who may need to be challenged. Also, this framework focuses upon improving best first instruction. These strategies address the needs of all students at the school, but particularly the needs of those students who are at risk of not meeting the challenging academic standards. The needs assessment also revealed a need to focus on finding ways to increase attendance, having more parent nights to educate parents on the importance of attending school-related meetings, as well as strategies to help students who have had a traumatic experience. Various stakeholders placed their ideas on a post-it note and then the notes were placed together by commonalities. Next, stakeholders were asked to identify possible solutions to the root causes. Those common threads were placed into this School Plan for Student Achievement (SPSA).

Furthermore, the goals in the school plan are as follows:

a.) All students will be proficient in literacy, numeracy, and 21st-century skills through high-quality effective teaching and learning practices. b) All students will graduate high school and be competitively college and career ready through personalized learning. c) All students will be successful through the development of targeted and coherent systems of support. d) Improve the English proficiency and academic achievement of English Learners e.) Excellence for ALL is supported through meaningful stakeholder engagement. Freeman's school plan is in direct alignment to the Local Control and Accountability Plan (LCAP).

The school-wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:
- A school and family engagement policy.
- A school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

During 2018-19 ELAC met on 2/28/19 and SSC met on 3/4/19 to conduct a needs assessment. Freeman's teacher leadership team also met on 3/20/19 as well to identify needs that the school may have. All stakeholder groups collaborated in the creation of Freeman Elementary School's school plan and provided input. Each stakeholder group analyzed data using the California Dashboard and I-ready scores to help identify areas of need. Each group was led in a fishbone type of activity that honed in on root causes of our data. From those results, some common threads emerged. Freeman must find a way to decrease chronic absenteeism rates, as well as identify research-based practices to increase the ELA and Math achievement.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	1.1%	0.65%	1	5	3
African American	1.1%	1.3%	1.30%	5	6	6
Asian	1.8%	2.7%	2.16%	8	13	10
Filipino	0.7%	%	%	3		
Hispanic/Latino	81.2%	80.6%	81.43%	371	383	377
Pacific Islander	0.4%	0.2%	0.22%	2	1	1
White	12.5%	12.2%	11.66%	57	58	54
Multiple/No Response	1.3%	0.6%	1.30%	6	3	6
Total Enrollment				457	475	463

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	71	73	54
Grade 1	58	73	78
Grade 2	57	59	75
Grade3	66	64	58
Grade 4	71	66	65
Grade 5	68	70	65
Grade 6	66	70	68
Total Enrollment	457	475	463

Conclusions based on this data:

1. Our two largest groups of students are Hispanic and White.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	219	212	180	47.9%	44.6%	38.9%
Fluent English Proficient (FEP)	54	72	86	11.8%	15.2%	18.6%
Reclassified Fluent English Proficient (RFEP)	17	30	49	8.3%	13.7%	23.1%

Conclusions based on this data:

1. The number of students who have been reclassified has increased.

2. The number of students who are EL's have decreased.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	65	64	62	64	63	59	64	63	59	98.5	98.4	95.2
Grade 4	65	63	64	63	62	63	63	62	63	96.9	98.4	98.4
Grade 5	64	64	64	61	63	64	61	63	64	95.3	98.4	100
Grade 6	62	62	64	61	62	64	61	62	64	98.4	100	100
All Grades	256	253	254	249	250	250	249	250	250	97.3	98.8	98.4

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2388.	2376.	2385.	6	9.52	15.25	27	17.46	15.25	23	23.81	28.81	44	49.21	40.68
Grade 4	2430.	2437.	2441.	10	16.13	19.05	22	24.19	14.29	24	22.58	28.57	44	37.10	38.10
Grade 5	2474.	2464.	2443.	10	6.35	3.13	21	26.98	26.56	39	26.98	20.31	30	39.68	50.00
Grade 6	2509.	2487.	2498.	8	11.29	6.25	39	14.52	37.50	23	33.87	28.13	30	40.32	28.13
All Grades	N/A	N/A	N/A	8	10.80	10.80	27	20.80	23.60	27	26.80	26.40	37	41.60	39.20

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	11.11	13.56	41	36.51	42.37	48	52.38	44.07
Grade 4	10	16.13	12.70	46	38.71	52.38	44	45.16	34.92
Grade 5	13	9.52	7.81	46	57.14	50.00	41	33.33	42.19
Grade 6	16	11.29	12.50	48	41.94	51.56	36	46.77	35.94
All Grades	12	12.00	11.60	45	43.60	49.20	43	44.40	39.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	4.76	13.56	47	41.27	32.20	44	53.97	54.24
Grade 4	8	22.58	17.46	51	41.94	38.10	41	35.48	44.44
Grade 5	13	9.52	4.69	44	50.79	42.19	43	39.68	53.13
Grade 6	15	9.68	7.81	44	37.10	51.56	41	53.23	40.63
All Grades	11	11.60	10.80	47	42.80	41.20	42	45.60	48.00

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	11	11.11	11.86	69	58.73	66.10	20	30.16	22.03
Grade 4	10	11.29	14.29	65	64.52	63.49	25	24.19	22.22
Grade 5	8	11.11	4.69	62	60.32	51.56	30	28.57	43.75
Grade 6	7	11.29	4.69	80	59.68	75.00	13	29.03	20.31
All Grades	9	11.20	8.80	69	60.80	64.00	22	28.00	27.20

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	13	14.29	10.17	58	46.03	49.15	30	39.68	40.68
Grade 4	8	16.13	20.63	60	59.68	52.38	32	24.19	26.98
Grade 5	25	22.22	9.38	62	36.51	48.44	13	41.27	42.19
Grade 6	30	19.35	21.88	59	53.23	53.13	11	27.42	25.00
All Grades	18	18.00	15.60	60	48.80	50.80	22	33.20	33.60

Conclusions based on this data:

1. Overall ELA proficiency has increased from 33% to 34% from 2016-2017 to 2017-2018.

2. Writing is an area to focus on.

3. Listening proficiency has increased from 2016-2017 to 2017-2018.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	65	64	62	64	63	62	64	63	62	98.5	98.4	100
Grade 4	65	63	64	63	63	64	63	63	64	96.9	100	100
Grade 5	64	64	64	62	63	64	62	63	64	96.9	98.4	100
Grade 6	62	62	64	62	62	64	62	62	64	100	100	100
All Grades	256	253	254	251	251	254	251	251	254	98	99.2	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2408.	2393.	2397.	9	4.76	6.45	25	28.57	22.58	34	25.40	32.26	31	41.27	38.71
Grade 4	2445.	2445.	2448.	10	7.94	7.81	19	25.40	28.13	38	36.51	32.81	33	30.16	31.25
Grade 5	2464.	2456.	2440.	10	7.94	4.69	11	9.52	20.31	34	28.57	17.19	45	53.97	57.81
Grade 6	2489.	2471.	2494.	8	9.68	12.50	19	14.52	15.63	34	32.26	37.50	39	43.55	34.38
All Grades	N/A	N/A	N/A	9	7.57	7.87	19	19.52	21.65	35	30.68	29.92	37	42.23	40.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	19.05	14.52	38	34.92	43.55	39	46.03	41.94
Grade 4	17	26.98	25.00	32	31.75	29.69	51	41.27	45.31
Grade 5	16	9.52	4.69	27	28.57	34.38	56	61.90	60.94
Grade 6	18	12.90	21.88	31	33.87	37.50	52	53.23	40.63
All Grades	19	17.13	16.54	32	32.27	36.22	49	50.60	47.24

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	14.29	14.52	53	42.86	41.94	34	42.86	43.55
Grade 4	11	12.70	12.50	48	46.03	39.06	41	41.27	48.44
Grade 5	8	6.35	7.81	37	39.68	39.06	55	53.97	53.13
Grade 6	8	9.68	9.38	50	33.87	35.94	42	56.45	54.69
All Grades	10	10.76	11.02	47	40.64	38.98	43	48.61	50.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	7.94	11.29	56	60.32	43.55	23	31.75	45.16
Grade 4	13	12.70	12.50	48	47.62	54.69	40	39.68	32.81
Grade 5	6	6.35	3.13	44	39.68	39.06	50	53.97	57.81
Grade 6	16	11.29	12.50	50	37.10	46.88	34	51.61	40.63
All Grades	14	9.56	9.84	49	46.22	46.06	37	44.22	44.09

Conclusions based on this data:

1. Students' Math scores increased from 29% to 30% from 2016-17 to 2017-2018.

2. Students increased in Concepts and Procedures proficiency from 2016-17 to 2017-18.

3. Using appropriate tools to solve real world mathematical strategies is an area of focus.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1422.3	1436.3	1389.5	23
Grade 1	1407.2	1419.8	1394.1	28
Grade 2	1469.3	1481.4	1456.8	36
Grade 3	1464.5	1458.2	1470.2	22
Grade 4	1493.9	1506.7	1480.6	21
Grade 5	1497.1	1504.8	1489.0	12
Grade 6	1413.1	1405.6	1420.3	14
All Grades				156

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	14	60.87	*	*	*	*	*	*	23
Grade 1	*	*	*	*	*	*	*	*	28
Grade 2	20	55.56	11	30.56	*	*	*	*	36
Grade 3			11	50.00	*	*	*	*	22
Grade 4	*	*	11	52.38	*	*	*	*	21
Grade 5	*	*	*	*	*	*	*	*	12
Grade 6			*	*	*	*	*	*	14
All Grades	42	26.92	56	35.90	27	17.31	31	19.87	156

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	15	65.22	*	*	*	*	*	*	23
Grade 1	*	*	*	*	*	*	*	*	28
Grade 2	29	80.56	*	*	*	*	*	*	36
Grade 3	*	*	*	*	*	*	*	*	22
Grade 4	11	52.38	*	*	*	*	*	*	21
Grade 5	*	*	*	*	*	*			12
Grade 6	*	*	*	*	*	*	*	*	14
All Grades	76	48.72	40	25.64	18	11.54	22	14.10	156

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	23
Grade 1	*	*	*	*	*	*	18	64.29	28
Grade 2	*	*	19	52.78	*	*	*	*	36
Grade 3			*	*	*	*	11	50.00	22
Grade 4	*	*	*	*	*	*	*	*	21
Grade 5			*	*	*	*	*	*	12
Grade 6			*	*	*	*	*	*	14
All Grades	24	15.38	41	26.28	34	21.79	57	36.54	156

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	14	60.87	*	*	*	*	23
Grade 1	*	*	12	42.86	*	*	28
Grade 2	28	77.78	*	*	*	*	36
Grade 3	*	*	11	50.00	*	*	22
Grade 4	*	*	11	52.38	*	*	21
Grade 5	*	*	*	*			12
Grade 6	*	*	*	*	*	*	14
All Grades	73	46.79	57	36.54	26	16.67	156

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	15	65.22	*	*	*	*	23
Grade 1	11	39.29	13	46.43	*	*	28
Grade 2	30	83.33	*	*	*	*	36
Grade 3	*	*	*	*	*	*	22
Grade 4	14	66.67	*	*	*	*	21
Grade 5	*	*	*	*			12
Grade 6	*	*	*	*	*	*	14
All Grades	90	57.69	45	28.85	21	13.46	156

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	14	60.87	*	*	23
Grade 1	*	*	*	*	18	64.29	28
Grade 2	17	47.22	12	33.33	*	*	36
Grade 3			*	*	15	68.18	22
Grade 4	*	*	*	*	13	61.90	21
Grade 5			*	*	*	*	12
Grade 6	*	*	*	*	11	78.57	14
All Grades	32	20.51	52	33.33	72	46.15	156

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	13	56.52	*	*	*	*	23
Grade 1	*	*	*	*	15	53.57	28
Grade 2	*	*	23	63.89	*	*	36
Grade 3	*	*	14	63.64	*	*	22
Grade 4	*	*	15	71.43	*	*	21
Grade 5	*	*	*	*	*	*	12
Grade 6	*	*	*	*	*	*	14
All Grades	30	19.23	86	55.13	40	25.64	156

Conclusions based on this data:

1. First and sixth grades should be our focus grades in terms of increasing ELPAC scores.

2. Reading is an area to continue to focus on.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
463	**75.6%**	**38.9%**	**2.2%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	180	38.9%
Foster Youth	10	2.2%
Homeless	17	3.7%
Socioeconomically Disadvantaged	350	75.6%
Students with Disabilities	75	16.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.3%
American Indian	3	0.6%
Asian	10	2.2%
Hispanic	377	81.4%
Two or More Races	6	1.3%
Pacific Islander	1	0.2%
White	54	11.7%

Conclusions based on this data:

1. About 3 out of 4 students are economically disadvantaged.

2. Our 2 main subgroups are Hispanic and White.

3. There are 17 students who are homeless.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Freeman must work to increase from yellow to green in Math and Reading orange to yellow.

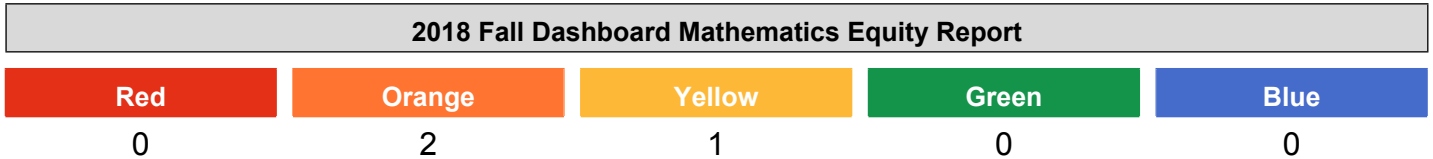**2.** Suspensions are at the green level.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
39.2 points below standard	48.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.4 points	Declined -4 points	
233 students	141 students	2 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	42.2 points below standard	109.3 points below standard
	Maintained 2.5 points	Increased 7.2 points
4 students	189 students	35 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
1 students	2 students	4 students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
37.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	60.8 points below standard
Maintained 2 points	4 students		Maintained -0.3 points
194 students			25 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.9 points below standard	10.4 points below standard	29.8 points below standard
Maintained 0.6 points	Maintained -2.9 points	Increased 10.6 points
54 students	87 students	80 students

Conclusions based on this data:

1. Students with disabilities are 109.3 points below standard.

2. Current English learners are 110.9 points below standard.

3. All students are 39.2 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
51.1 points below standard	58.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 4.7 points	Maintained -2 points	
233 students	141 students	2 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	49.5 points below standard	122.2 points below standard
	Increased 12.3 points	Increased 7.7 points
4 students	189 students	35 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
1 students	2 students	4 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
49.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	69.5 points below standard
Maintained 2.5 points			Increased
194 students	4 students		28.6 points 25 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
116.2 points below standard	22.1 points below standard	47.9 points below standard
Maintained 1.1 points	Maintained -0.2 points	Increased
54 students	87 students	15.8 points 80 students

Conclusions based on this data:

1. In math Freeman is at the Orange category.

2. Students With Disabilities scored 122.2 points below standard.

3. Students who are socioeconomically disadvantaged scored at the Orange level.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
156	26.9%	35.9%	17.3%	19.9%

Conclusions based on this data:

1. 62.8% of ELs are at Levels 3 or 4.

School and Student Performance Data

Academic Performance
College/Career

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

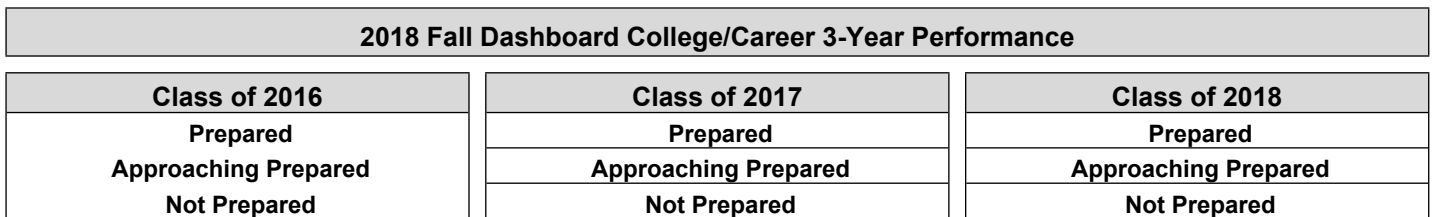| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

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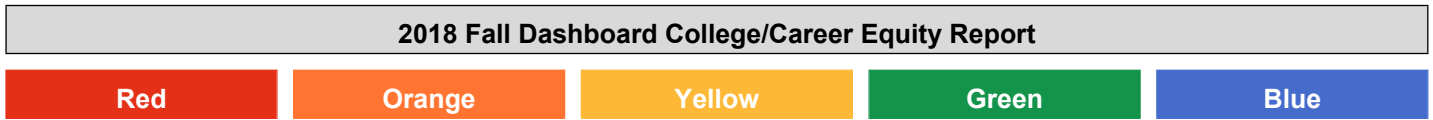
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

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

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
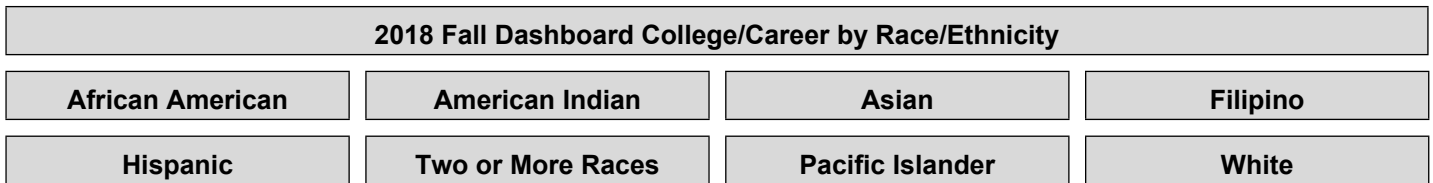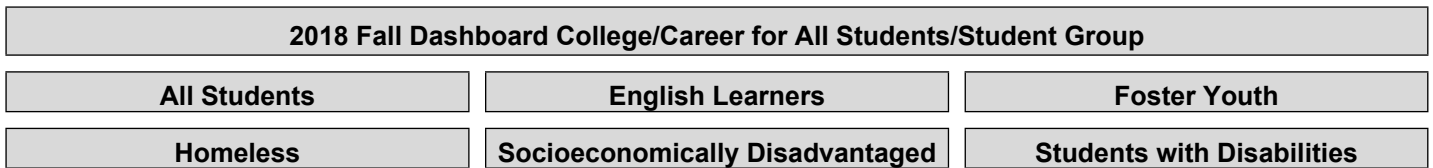
This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	1	0	0	0
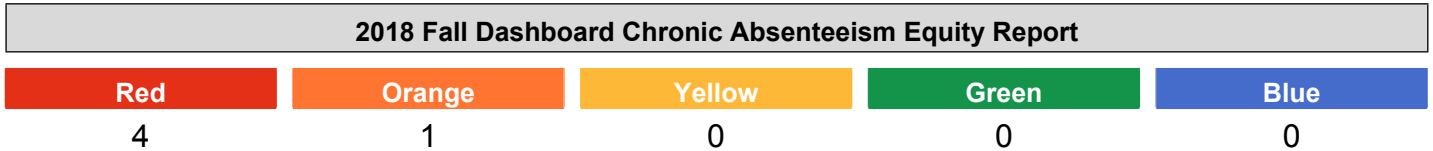
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	No Performance Color
16.7% chronically absent	12.4% chronically absent	40% chronically absent
Increased 5.4%	Increased 2.3%	Increased 12.7%
496 students	194 students	20 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Red
50% chronically absent	17.1% chronically absent	27.6% chronically absent
Increased 28.9%	Increased 4.8%	Increased 11.7%
20 students	392 students	87 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	33.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
6 students	3 students	Increased 26.2%	0 students
		12 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Red
14.9% chronically absent	23.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	23.4% chronically absent
Increased 4.8%	13 students	1 students	Increased 3.1%
397 students			64 students

Conclusions based on this data:

1. Chronically absent students increased by 5.4%.

2. Students with disabilities are chronically absent at higher rates.

School and Student Performance Data

Academic Engagement
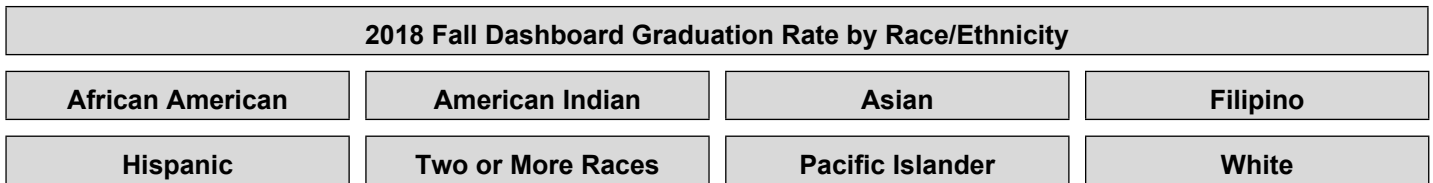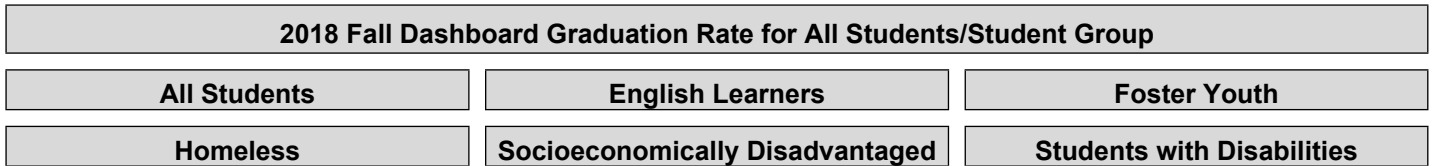## Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2018 Fall Dashboard Graduation Rate Equity Report |

| Red | Orange | Yellow | Green | Blue |

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

| 2018 Fall Dashboard Graduation Rate for All Students/Student Group |

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

| 2018 Fall Dashboard Graduation Rate by Race/Ethnicity |

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

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

| 2018 Fall Dashboard Graduation Rate by Year |

| 2017 | 2018 |

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

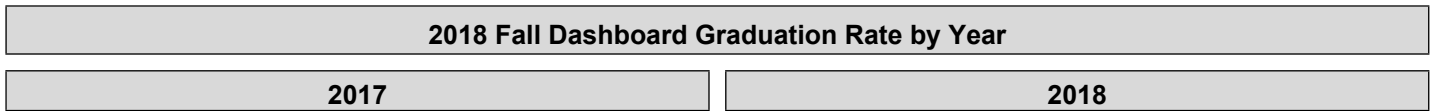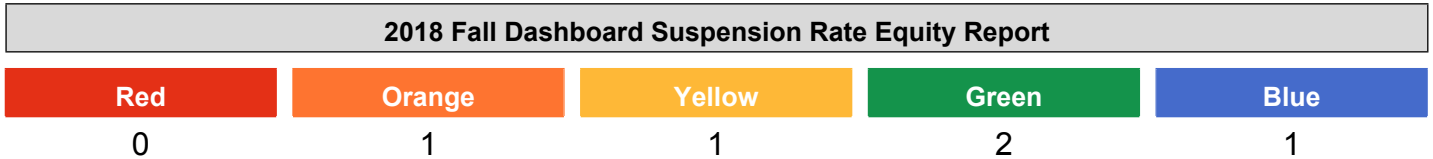| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	2	1

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Blue	No Performance Color
2.3% suspended at least once	0% suspended at least once	9.5% suspended at least once
Declined -1.4%	Declined -1.4%	Declined -21.2%
517 students	199 students	21 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
4.8% suspended at least once	2.2% suspended at least once	4.5% suspended at least once
Maintained 0.1%	Declined -1.3%	Declined -2.2%
21 students	405 students	89 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy 8 students	Less than 11 Students - Data Not Displayed for Privacy 3 students	0% suspended at least once	0 Students
		Maintained 0%	
		12 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Orange
1.5% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 1 students	8.7% suspended at least once
Declined -0.8%	14 students		Declined -5.2%
410 students			69 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
2.4% suspended at least once	3.7% suspended at least once	2.3% suspended at least once

Conclusions based on this data:

1. Suspension rates are low for all students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All Students will be proficient in literacy, numeracy, and 21st century skills through high quality, effective teaching and learning practices.

Goal 1

All students will be proficient in literacy, numeracy, and 21st century skills through high-quality, effective teaching and learning practices.

Identified Need

After a thorough analysis of our school's dashboard data during the needs assessment process with stakeholders, the school identified a need to improve ELA and Math performance overall with a specific focus on White students as well as SWD. PLC time was not as consistent as it needed to be, three teachers (2nd, 3rd, 4th) were teaching the curriculum for the first time. Best first instruction and school attendance were identified as root causes for the gaps in student achievement. Our focus is to further increase the achievement in ELA and Math among ALL students including English Learners, White students, and SWD.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Show growth on the English Language Arts and Math Academic Indicators.	In ELA Freeman is 39.2 points below standard, and in Math is 51.1 points below standard,with an overall Dashboard color of orange in ELA and yellow in math.	In ELA Freeman will be 36.2 points below standard (yellow) and in Math 48.1 (green) points below standard.
Percentage of students who reach growth targets on i-Ready.	By December 2018, 68% reached their growth target in reading, and 23% reached their growth target in math.	By December 2019, 75% will reach growth target in reading and 33% will reach growth targets in Math.
Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices.	A baseline will be established using PLC notes.	Unknown until a baseline is established

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students with an emphasis on White students and Students With Disabilities

Strategy/Activity

- Increase the number of staff who can provide assistance during PLC / RtI time.

In the Spring of 2019 Freeman's 3rd and 6th grades had the highest gains ever recorded (59% and 67% on grade level respectively) at the school as measured by i-ready (See Attachment for a table of achievement). Additionally, the Title 1 teacher worked with 5th grade and their I-ready score went from 16% on grade level in 2018 to 33% in 2019 more than doubling their achievement. This is why Freeman had some of the highest scores ever recorded at the school in a couple of grade levels. Having the ability to hire more qualified staff will further help expand this achievement

The following strategies are related to PLCs/RtI and John Hattie found that they tend to yield above-average results. When an effect size is greater than .40 it may suggest that there is a strong likelihood of it being impactful.

When teachers work together as evaluators of their teaching...............Effect Size.........93

Micro-Teaching... Effect Size.........88

RtI...Effect Size....... 1.22

Acceleration... Effect Size....... .88

Feedback... Effect Size.........73

Collective Teacher Efficacy...Effect Size........1.57

Providing Formative Evaluation.......................................Effect Size.........90

Teacher Clarity...Effect Size....... .75

Not Labeling Students..Effect Size........61

Mastery Learning... Effect Size 58

Goal Setting..Effect Size.......56

Our focus strategy will be to increase achievement with PLCs by having an intense focus on the following 4 questions. a) What do we want students to know? b) How will we know if they learned the material? c) How do we respond when they haven't learned the material? d) How do we respond when students do learn the material? For the 2019-2020 all teachers will participate in PLCs in the cafeteria with an emphasis on the four questions mentioned. The main purpose of having all staff in one location is so that specialists such as the EL Specialist, Psychologist, Resource Teacher, RtI Specialist, Title 1 teacher, and Counselor all have the opportunity to plan first-best instruction. For instance, the psychologist may offer suggestions to the teachers as to how they may enhance the lesson to help students with disabilities. Each specialist will provide insights to teachers when planning their best first instruction.

- RtI Teacher 40%
- Title 1 Teacher 40%

- Instructional Aide (Part-Time)
- Librarian

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
39,794	Title I Part A: Basic Grants Low-Income and Neglected
49509	Supplemental/Concentration

Strategy/Activity 2
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Materials and supplies (Including Accelerated Reader and STAR reading, and guided reading materials) that assist in increasing literacy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
22,000	Supplemental/Concentration

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will graduate high school and be competitively college and career ready through personalized learning.

Goal 2

All students will graduate high school and be competitively college and career ready through personalized learning.

Identified Need

Increase the opportunities for students to participate in visual and performing arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts.	Baseline will be established during 2019-20.	A baseline will be established.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will participate in a rich and well-rounded Visual and Performing Arts (VAPA) education in order to help them make sense of the world, communicate their unique ideas, and discover their creative side. Furthermore, students will understand how some of these interest can further be tapped into in future years at a college or university. Some examples include:

* Dance Academy.
*Materials and Supplies
* Transportation to participate in the Yolo County Arts landscape project
* Discovery Ed STEM Connect (Including repair of technological devices, and purchase of headphones)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Title I Part A: Basic Grants Low-Income and Neglected
10,197	Supplemental/Concentration
4,000	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will be successful through the development of targeted and coherent systems of support.

Goal 3

All students will be successful through the development of targeted and coherent systems of support.

Identified Need

Increase the number of students who are achieving on grade level or above in reading and math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the number of students who are chronically absent.	In 2018, the percentage of students who were chronically absent was 16.7%, which is a total of 56 students.	Decrease our chronic absentee rate to 15.2% (moving our dashboard color to Orange).
Increase student sense of safety and school connectedness.	A baseline will be established through the California Healthy Kids survey.	A baseline will be established.
Ensure access to extended learning opportunities.	A baseline will be established after internal data is defined.	A baseline will be established after internal data is defined.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students with an emphasis on White and Homeless students.

Strategy/Activity

Freeman will work to create an environment that facilitates the healthy development of students. This includes academic and social/emotional learning in children. Additionally, Freeman will focus on increasing school connectedness of all students, which will promote an engaging learning environment for children. When school institutions focus on classroom management, decreasing disruptive behavior, and increasing engagement achievement tends to increase. Also when students are engaged and feel connected to their school attendance rates naturally increase. Please note that the academic piece of the Multi-Tiered Systems of Support section is more heavily focused on in Goal 1 because in Tier 1 is where all of the learning commences. This section

focuses more on the social and emotional learning that is a prerequisite for learning to occur. Both are essential components of an MTSS model.

- Project Wisdom Social/Emotional Learning
- SWIS (Including data entry)
- Meetings to discuss student progress
- Professional Development such as school visitations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,200	Supplemental/Concentration
3,000	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve the English proficiency and academic achievement of English Learners.

Goal 4

Improve the English proficiency and academic achievement of English Learners.

Identified Need

Increase the number of students who are well developed from 26.9% to 28.9% as measured by the California's Dashboard English Learner Progress Indicator.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the reclassification rate for English Learners.	There were 39 students reclassified during the 2018-19 year, which is 21.7% of English learners.	Increase the percentage of reclassified students to 22%.
Show growth on the English Learner Progress Indicator (CA School Dashboard).	During the 2017-18 year 26.9% of English learners scored well developed on ELPAC.	By May 2020, the number of students who are well-developed will increase from 26.9% to 27.9% as measured by the California Dashboard.
Decrease the number of Long Term English Learners (middle and high school only).		
Increase the number of State Seals of Biliteracy awarded to students (high school only).		

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students with an emphasis on ELs.

Strategy/Activity

Lessons will be developed and be retaught in conjunction with a PLC team that consists of the EL specialist with a focus on English Language Learner strategies. If students are struggling to grasp a concept they will be given extra time through reteaching. If they understand the material then students will be accelerated. Students who are English learners will develop their language, writing, and reading skills necessary to gain entry, and have the opportunity to be members of a college-going society. All teachers, in collaboration with the EL specialist, will increase student talk through lesson planning. The school's EL specialist will specifically collaborate with each grade level to plan targeted instruction during designated and integrated ELD.

- Purchase Engaging Materials that emphasize CLOSE reading and guided reading strategies to increase the literacy skills of ELs.

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

Amount(s)	Source(s)
2500	Title I Part A: Basic Grants Low-Income and Neglected
2200.80	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Excellence for ALL students is supported through meaningful stakeholder engagement.

Goal 5

Excellence for ALL students is supported through meaningful stakeholder engagement.

Identified Need

Increase the number of parents who are involved with school activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase participation rate of parents at SSC/ELAC/PTA/Boosters to represent diversity of student demographics.	During 2018-19 nine parents attended a Boosters Meeting, and 5 parents attended SSC meetings.	Increase the number of parents who attended Booster's Meetings to 12 and increase the number to 8.
Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators.	Establish a baseline	Establish a baseline.
Increase use of technology tools and applications by site staff to communicate with parents about student progress.	16.67% of parents have Aeries portal accounts.	Increase the number of parents who have Aeries portal accounts to 20%.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Develop classes that teach parents the importance of social and emotional learning, the importance of attendance and parent participation. Increase communication by utilizing the Class Dojo application school-wide. By utilizing the Class Dojo application, and having meetings that

emphasize the importance of parental involvement, our school believes that we can increase parent involvement. In addition, the parent liaison will help advertise meetings.
- Parent Liaison
- Translators
- Hourly wage to teach and organize the parent classes.

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

Amount(s)	Source(s)
1097	Title I Part A: Parent Involvement
2097	Supplemental/Concentration

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$48,391
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$148,594.80

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$47,294.00
Title I Part A: Parent Involvement	$1,097.00

Subtotal of additional federal funds included for this school: $48,391.00

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 ($)
Site Discretionary	$9,200.80
Supplemental/Concentration	$91,003.00

Subtotal of state or local funds included for this school: $100,203.80

Total of federal, state, and/or local funds for this school: $148,594.80

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Eduardo Gonzalez	Principal
Navdeep Brar	Other School Staff
Eduardo Tamayo	Parent or Community Member
Maria Torres	Parent or Community Member
Yadira Araiza	Parent or Community Member
Hilda Hernandez	Parent or Community Member
Julia Logan	Classroom Teacher
Steven Borchers	Classroom Teacher
Christine Ramirez	Classroom Teacher
Kim Gabbard	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Wendy L. C.	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement

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 5/6/19.

Attested:

Eduardo Gonzalez signature	Principal, Eduardo Gonzalez on 5/6/19
Hilda Hernandez signature	SSC Chairperson, Hilda Hernandez on 5/6/19