School Year: 2021-22

FREEMAN ELEMENTARY SCHOOL
2021-2022

Key Questions

What do we want students to learn?

How will we know if they've learned it?
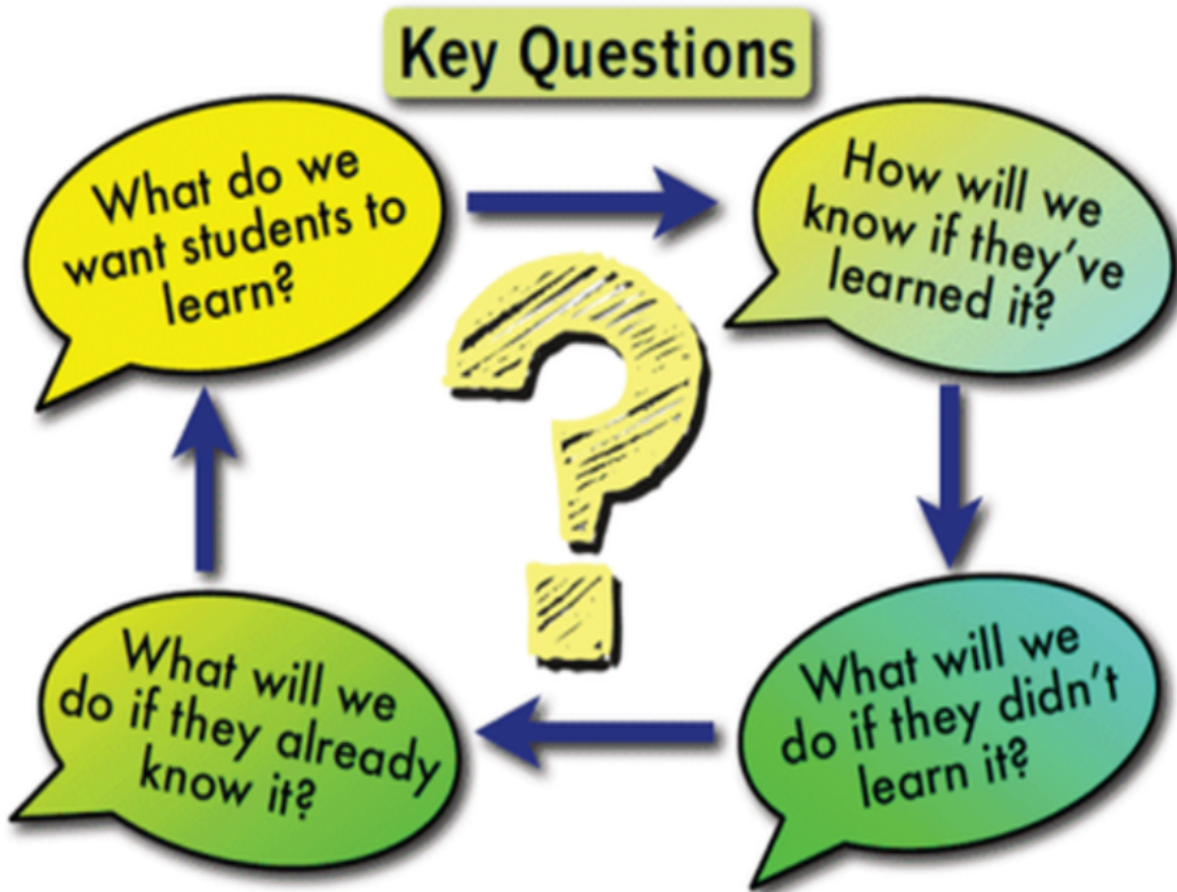
What will we do if they already know it?

What will we do if they didn't learn it?

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Freeman Elementary School	57727100000000	4/21/21	June 3, 2021

Purpose and Description

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

Schoolwide Program

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

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

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

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

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Freeman Elementary School's Site Council meets at least 5 times per year, and reviews: The school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participates in the needs assessment process, and develops and approves the annual School Plan.

Formal needs assessments were conducted with multiple stakeholder groups at Freeman including ELAC (English Learner Advisory Committee), SSC (School Site Council), staff, and students. Each meeting included an in-depth review of the most recent local data of progress from Freeman Elementary School students', attendance, reclassification, and suspension rates. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff, and students.

Student input was gathered through the needs assessment process that included focused groups and surveys that identified strengths and areas of focus of the school. Student focus groups were created, with a balanced representation of student groups. Thirteen students participated in the focus group process and 247 students in grades 2nd-6th completed the survey. Student focus groups completed a needs assessment by reviewing academic, and local data. Students identified attendance and math as areas of concern. Students then provided an analysis of causes and collaborated to provide recommendations to improve outcomes for students. As a follow-up, student focus groups met again on March 29, 2021, reviewed the SPSA, reviewed their suggestions, and provided feedback on the strategies chosen for implementation. Students indicated that in order to increase attendance staff should continue to seek ways to promote engagement through incentives and by "making learning fun," etc. Students also indicated that they learn best when they are in a smaller group and in an in-person learning format. Students indicated that learning from their homes is difficult as there are too many distractions especially with trying to learn math, as it is important that students stay focused. Students stated that they felt a smaller group could help them learn even more. From the student survey results, only 71% of students knew where they were at in terms of their ELA and Math progress. This reinforced the importance for students to take ownership of their learning by first knowing where they are at in their learning and secondly students must have knowledge of how close they are to completing their goal. Additionally, 54% of students stated that they enjoyed power hour time, however during remote learning teachers indicated that it was difficult to have students attend another virtual classroom as the remote learning format did not lend itself nicely to this structure.   Students also indicated that they would like for staff to dedicate more class time to learning math and less time with homework. Response to Intervention (RtI) is the strategy that we refer to as power hour time at the school. During this part of the day, students attend instruction with another teacher based on skill need.

Additional needs assessments were conducted with other stakeholder groups. On March 15, 2021, Freeman's teacher leadership team conducted an in-depth review of students' performance data, identified reading as an area of need, and proposed actions and strategies to support these needs. An area of focus included providing more resources and time for a guided reading approach instruction which includes the expansion of the Fountas and Pinnell and Read Naturally curricula. Both of these programs will increase the practice and feedback given to students so that they can master reading at increased levels.

ELAC and teacher leadership staff reviewed the SPSA on 3/25/21 and 3/15/21 respectively and provided additional feedback. SSC reviewed the plan on 4/14/21, considered recommendations and feedback from all groups, and finalized/approved the SPSA on 4/21/21.   ELAC families indicated that it was difficult to help children learn math because they learned math a different way when they attended school and felt that they confused their children when they helped them with their homework. One suggestion from families is for teachers to send home a video or a step-by-step guide as to how to solve math problems. Because of their feedback, Freeman will add a parent resource section to the lesson plan template that is used during PLC (Professional Learning Community) team meetings. This will remind teachers to include parent resources when they are lesson planning. The teacher leadership team focused on literacy. A suggestion was to increase the coherence throughout the school. One way to do this is to create a guided reading plan where the entire school community has specific knowledge of the school's plan.

The school-wide plan was developed to support the needs of the students at the school as identified through the comprehensive needs assessment. The comprehensive needs assessment was conducted using a "fishbone" strategy which is a strategy utilized to hone in on root causes based on trends identified during the data analysis process.   Various stakeholders placed their ideas on a virtual post-it note and then the notes were placed together by commonalities using the Jamboard tool. Next, stakeholders were asked to identify possible solutions to the root causes. Those commonalities were placed into this SPSA.   During 2018-2019 (This was the last time state assessments were conducted due to COVID-19.) one key subgroup that increased significantly was the Students With Disabilities (SWD) as California's Dashboard indicated a surge in both reading and math. A subgroup that Freeman should continue to focus on is the socioeconomically disadvantaged (SED) subgroup. A key strategy that the school is implementing to increase achievement is the Professional Learning Community (PLC) framework that includes time built into the instructional day for students who need additional time to learn the material as well as time to accelerate students who may need to be challenged. Teachers also focused on the Cycle of Inquiry where SMART goals are implemented. Full Implementation of the PLC process on average requires about 3 years however during the 2020-21 school year the physical school closure did add an additional obstacle to achieving full implementation of the PLC framework.   During 2020-21 WJUSD schools began the school year in a remote learning format. In order to mitigate 'learning loss' due to the physical school closure Freeman is focused on 3 high-impact strategies: a) Identify exactly what students must learn, b) identify students for additional help by standard by student, C) provide systematic multitiered interventions. These strategies address the needs of all students at the school, but particularly the needs of those students who are at risk of not meeting the challenging academic standards. This is evidenced by the "increased significantly and "increased" scores on the California Dashboard pertaining to English Learners as well as Students With Disabilities.

Surveys were also conducted to obtain additional insights. From the teacher survey, it was noted that 89% of teachers felt that interdependence across teacher teams was important. This reinforced the need to continue the focus on PLCs. In addition, 100% of teachers surveyed indicated that they were open to receiving constructive feedback from their peers. This reinforced the need to identify coaches on staff who can better assist.   In order to gain, more insights from students, 247 students in grades 2nd-6th completed the survey.   71% of the students reported that they do have knowledge of how they are progressing in reading and math. Having goals and increasing the percentage of students' knowledge with regard to how close they are to achieving his/her goals is an area of continued focus. Only 53% of students indicated that "Power Hour" time helped them learn. This lower score may be because it was more difficult to have students attend different classes virtually than when the physical school is in session. In addition, there were 63 parent surveys completed. From the surveys, 84% of the parents indicated that their child was excited about attending school, and 87% indicated that their child felt safe. In addition, parents indicated that

Freeman should provide "More learning on how to have students read on their own." The focus on using "Read Naturally" will assist with students becoming independent readers and increase the opportunities for students to obtain feedback as they further develop their reading abilities.

During the 2021-22 school year the needs assessment process that was conducted by students, parents, and teachers also identified the need for more targeted reading and math support. Funds in this site plan are also aimed at providing more targeted support for these core subjects.

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

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

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.65%	0.21%	0.41%	3	1	2
African American	1.30%	1.27%	1.04%	6	6	5
Asian	2.16%	2.97%	3.73%	10	14	18
Filipino	%	%	0.21%			1
Hispanic/Latino	81.43%	80.93%	77.85%	377	382	376
Pacific Islander	0.22%	%	0%	1		0
White	11.66%	11.86%	13.04%	54	56	63
Multiple/No Response	1.30%	1.27%	1.66%	6	6	10
			Total Enrollment	463	472	483

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	54	54	52
Grade 1	78	60	62
Grade 2	75	79	68
Grade3	58	79	80
Grade 4	65	65	85
Grade 5	65	66	70
Grade 6	68	69	66
Total Enrollment	463	472	483

Conclusions based on this data:

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

2. Freeman's Asian population continues to increase.

3. During 2019-2020 there were 483 students however during the COVID-19 pandemic (2020-2021) enrollment dropped to 452 students. This is a sharp decline of 31 students. The decline necessitated a 4th/5th grade combination class.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	180	163	157	38.9%	34.5%	32.5%
Fluent English Proficient (FEP)	86	102	105	18.6%	21.6%	21.7%
Reclassified Fluent English Proficient (RFEP)	49	39	33	23.1%	21.7%	20.2%

Conclusions based on this data:

1. The overall trend has been a decrease of the total EL (English Learner) student population.

2. There has been an increase of students classified as Fluent English Proficient (FEP).

3. The percentage of students who were reclassified decreased by 3% during the past 3 years. This reinforces the need to have a strong focus on literacy that includes a guided reading plan for students in grades k-6th.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
Overall Participation for All Students												
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	64	62	75	63	59	75	63	59	75	98.4	95.2	100
Grade 4	63	64	62	62	63	62	62	63	62	98.4	98.4	100
Grade 5	64	64	65	63	64	64	63	64	64	98.4	100	98.5
Grade 6	62	64	64	62	64	64	62	64	64	100	100	100
All Grades	253	254	266	250	250	265	250	250	265	98.8	98.4	99.6

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
Overall Achievement for All Students															
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2376.	2385.	2385.	9.52	15.25	9.33	17.46	15.25	20.00	23.81	28.81	26.67	49.21	40.68	44.00
Grade 4	2437.	2441.	2422.	16.13	19.05	9.68	24.19	14.29	16.13	22.58	28.57	27.42	37.10	38.10	46.77
Grade 5	2464.	2443.	2480.	6.35	3.13	20.31	26.98	26.56	18.75	26.98	20.31	25.00	39.68	50.00	35.94
Grade 6	2487.	2498.	2518.	11.29	6.25	6.25	14.52	37.50	43.75	33.87	28.13	29.69	40.32	28.13	20.31
All Grades	N/A	N/A	N/A	10.80	10.80	11.32	20.80	23.60	24.53	26.80	26.40	27.17	41.60	39.20	36.98

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Reading **Demonstrating understanding of literary and non-fictional texts**									
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.11	13.56	13.33	36.51	42.37	52.00	52.38	44.07	34.67
Grade 4	16.13	12.70	6.45	38.71	52.38	51.61	45.16	34.92	41.94
Grade 5	9.52	7.81	15.63	57.14	50.00	51.56	33.33	42.19	32.81
Grade 6	11.29	12.50	10.94	41.94	51.56	56.25	46.77	35.94	32.81
All Grades	12.00	11.60	11.70	43.60	49.20	52.83	44.40	39.20	35.47

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Writing **Producing clear and purposeful writing**									
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.76	13.56	5.33	41.27	32.20	49.33	53.97	54.24	45.33
Grade 4	22.58	17.46	11.29	41.94	38.10	40.32	35.48	44.44	48.39
Grade 5	9.52	4.69	21.88	50.79	42.19	43.75	39.68	53.13	34.38
Grade 6	9.68	7.81	18.75	37.10	51.56	59.38	53.23	40.63	21.88
All Grades	11.60	10.80	13.96	42.80	41.20	48.30	45.60	48.00	37.74

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	11.11	11.86	9.33	58.73	66.10	68.00	30.16	22.03	22.67
Grade 4	11.29	14.29	8.06	64.52	63.49	69.35	24.19	22.22	22.58
Grade 5	11.11	4.69	10.94	60.32	51.56	62.50	28.57	43.75	26.56
Grade 6	11.29	4.69	9.38	59.68	75.00	67.19	29.03	20.31	23.44
All Grades	11.20	8.80	9.43	60.80	64.00	66.79	28.00	27.20	23.77

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	14.29	10.17	6.67	46.03	49.15	60.00	39.68	40.68	33.33
Grade 4	16.13	20.63	9.68	59.68	52.38	53.23	24.19	26.98	37.10
Grade 5	22.22	9.38	17.19	36.51	48.44	50.00	41.27	42.19	32.81
Grade 6	19.35	21.88	20.31	53.23	53.13	62.50	27.42	25.00	17.19
All Grades	18.00	15.60	13.21	48.80	50.80	56.60	33.20	33.60	30.19

Conclusions based on this data:

1. School-wide 36% of students met or exceeded standard on overall ELA (English Language Arts) achievement on the Spring 2019 CAASPP. (California Assessment of Student Performance and Progress) Freeman does not have data available as the CAASPP was canceled during 2020.

2. Overall 73% of Freeman students were near or above standard in the listening domain. This was the domain that was the strongest for English Language Arts.

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	64	62	75	63	62	75	63	62	75	98.4	100	100
Grade 4	63	64	62	63	64	62	63	64	62	100	100	100
Grade 5	64	64	65	63	64	64	63	64	64	98.4	100	98.5
Grade 6	62	64	64	62	64	64	62	64	64	100	100	100
All	253	254	266	251	254	265	251	254	265	99.2	100	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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2393.	2397.	2380.	4.76	6.45	2.67	28.57	22.58	16.00	25.40	32.26	32.00	41.27	38.71	49.33
Grade 4	2445.	2448.	2430.	7.94	7.81	3.23	25.40	28.13	17.74	36.51	32.81	38.71	30.16	31.25	40.32
Grade 5	2456.	2440.	2461.	7.94	4.69	7.81	9.52	20.31	14.06	28.57	17.19	32.81	53.97	57.81	45.31
Grade 6	2471.	2494.	2532.	9.68	12.50	31.25	14.52	15.63	18.75	32.26	37.50	21.88	43.55	34.38	28.13
All Grades	N/A	N/A	N/A	7.57	7.87	10.94	19.52	21.65	16.60	30.68	29.92	31.32	42.23	40.55	41.13

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.05	14.52	6.67	34.92	43.55	40.00	46.03	41.94	53.33
Grade 4	26.98	25.00	14.52	31.75	29.69	27.42	41.27	45.31	58.06
Grade 5	9.52	4.69	14.06	28.57	34.38	23.44	61.90	60.94	62.50
Grade 6	12.90	21.88	43.75	33.87	37.50	18.75	53.23	40.63	37.50
All Grades	17.13	16.54	19.25	32.27	36.22	27.92	50.60	47.24	52.83

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.29	14.52	8.00	42.86	41.94	37.33	42.86	43.55	54.67
Grade 4	12.70	12.50	11.29	46.03	39.06	33.87	41.27	48.44	54.84
Grade 5	6.35	7.81	9.38	39.68	39.06	45.31	53.97	53.13	45.31
Grade 6	9.68	9.38	21.88	33.87	35.94	46.88	56.45	54.69	31.25
All Grades	10.76	11.02	12.45	40.64	38.98	40.75	48.61	50.00	46.79

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.94	11.29	6.67	60.32	43.55	46.67	31.75	45.16	46.67
Grade 4	12.70	12.50	6.45	47.62	54.69	37.10	39.68	32.81	56.45
Grade 5	6.35	3.13	6.25	39.68	39.06	42.19	53.97	57.81	51.56
Grade 6	11.29	12.50	28.13	37.10	46.88	40.63	51.61	40.63	31.25
All Grades	9.56	9.84	11.70	46.22	46.06	41.89	44.22	44.09	46.42

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Conclusions based on this data:

1. Overall 28% of students are meeting of exceeding academic standards in math.

2. Overall, Concepts and Procedures, Problem Solving and Data Analysis, and Communicate Reasoning have all increased in terms of students who are above standard throughout the past 3 years. This may be attributed to the school's focus in math during PLC time.

3. Nearly 72% of students are below or near standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1422.3	1449.1	1436.3	1461.1	1389.5	1420.8	23	17
Grade 1	1407.2	1402.6	1419.8	1416.1	1394.1	1388.7	28	21
Grade 2	1469.3	1432.7	1481.4	1451.7	1456.8	1413.1	36	24
Grade 3	1464.5	1452.3	1458.2	1462.8	1470.2	1441.4	22	26
Grade 4	1493.9	1516.7	1506.7	1514.6	1480.6	1518.4	21	18
Grade 5	1497.1	1512.0	1504.8	1522.4	1489.0	1501.1	12	14
Grade 6	1413.1	1512.6	1405.6	1515.9	1420.3	1508.9	14	13
All Grades							156	133

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	60.87	35.29	*	47.06	*	5.88	*	11.76	23	17
1	*	4.76	*	19.05	*	47.62	*	28.57	28	21
2	55.56	4.17	30.56	37.50	*	37.50	*	20.83	36	24
3		11.54	50.00	34.62	*	30.77	*	23.08	22	26
4	*	5.56	52.38	66.67	*	27.78	*	0.00	21	18
5	*	14.29	*	28.57	*	42.86	*	14.29	12	14
6		0.00	*	61.54	*	30.77	*	7.69	14	13
All Grades	26.92	10.53	35.90	40.60	17.31	32.33	19.87	16.54	156	133

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.22	47.06	*	35.29	*	5.88	*	11.76	23	17
1	*	4.76	*	47.62	*	33.33	*	14.29	28	21
2	80.56	16.67	*	54.17	*	8.33	*	20.83	36	24
3	*	42.31	*	38.46	*	0.00	*	19.23	22	26
4	52.38	44.44	*	33.33	*	22.22	*	0.00	21	18
5	*	42.86	*	35.71	*	7.14		14.29	12	14
6	*	23.08	*	53.85	*	23.08	*	0.00	14	13
All Grades	48.72	30.83	25.64	42.86	11.54	13.53	14.10	12.78	156	133

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	60.87	35.29	*	52.94	*	11.76	23	17
1	*	38.10	42.86	47.62	*	14.29	28	21
2	77.78	20.83	*	58.33	*	20.83	36	24
3	*	11.54	50.00	65.38	*	23.08	22	26
4	*	33.33	52.38	55.56	*	11.11	21	18
5	*	21.43	*	64.29		14.29	12	14
6	*	23.08	*	76.92	*	0.00	14	13
All Grades	46.79	25.56	36.54	59.40	16.67	15.04	156	133

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.22	76.47	*	11.76	*	11.76	23	17
1	39.29	0.00	46.43	80.95	*	19.05	28	21
2	83.33	33.33	*	54.17	*	12.50	36	24
3	*	69.23	*	11.54	*	19.23	22	26
4	66.67	72.22	*	27.78	*	0.00	21	18
5	*	57.14	*	28.57		14.29	12	14
6	*	30.77	*	61.54	*	7.69	14	13
All Grades	57.69	48.12	28.85	39.10	13.46	12.78	156	133

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.88	60.87	82.35	*	11.76	23	17
1	*	4.76	*	57.14	64.29	38.10	28	21
2	47.22	8.33	33.33	41.67	*	50.00	36	24
3		3.85	*	42.31	68.18	53.85	22	26
4	*	0.00	*	72.22	61.90	27.78	21	18
5		0.00	*	64.29	*	35.71	12	14
6	*	0.00	*	38.46	78.57	61.54	14	13
All Grades	20.51	3.76	33.33	55.64	46.15	40.60	156	133

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	56.52	82.35	*	5.88	*	11.76	23	17
1	*	9.52	*	47.62	53.57	42.86	28	21
2	*	4.17	63.89	54.17	*	41.67	36	24
3	*	3.85	63.64	73.08	*	23.08	22	26
4	*	22.22	71.43	77.78	*	0.00	21	18
5	*	0.00	*	78.57	*	21.43	12	14
6	*	7.69	*	76.92	*	15.38	14	13
All Grades	19.23	17.29	55.13	58.65	25.64	24.06	156	133

Conclusions based on this data:

1. Overall 1st-3rd grades decreased on ELPAC (English Learner Proficiency Assessment for California) scores while Kindergarten and grades 4th-6th increased.

2. While the percentage of students who are on level 4 decreased the percentage of students who are level 3 increased from the previous year.

3. The percentage of students who are well developed decreased from 19.23 to 17.29. The balanced-literacy approach that will be implemented will assist in increasing these scores.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
472	**72.7**	**34.5**	**1.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	163	34.5
Foster Youth	8	1.7
Homeless	19	4.0
Socioeconomically Disadvantaged	343	72.7
Students with Disabilities	87	18.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.3
American Indian	1	0.2
Asian	14	3.0
Hispanic	382	80.9
Two or More Races	7	1.5
White	56	11.9

Conclusions based on this data:

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

2. Our 2 main subgroups are Hispanic and White.

3. There are 19 students who are homeless.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Freeman must work to increase the overall performance from yellow to green in both math and reading.

2. Although Freeman decreased its Chronic Absenteeism rates continued focus should be placed on decreasing these rates even more.

3. Freeman improved a color from the previous year in ELA. The guided reading approach should assist with increasing reading achievement, and increase the likelihood of this color becoming green.
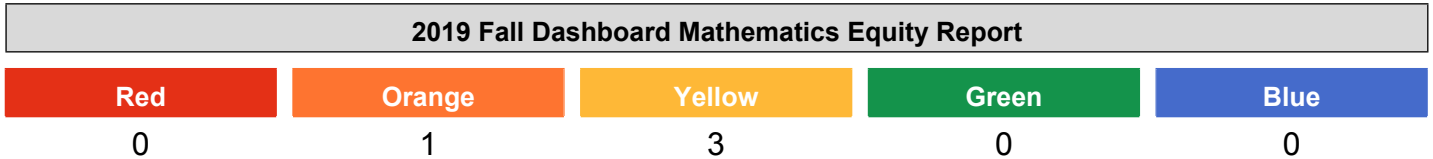
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

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

2019 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
2	1	6	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
28.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	25.1 points below standard
Increased ++8.8 points			Increased Significantly
233	5		++36.3 points
			21

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
98.4 points below standard	10.2 points above standard	22.8 points below standard
Increased ++8.8 points	Increased Significantly	Increased ++9.3 points
70	++20.6 points	100
	88	

Conclusions based on this data:

1. All subgroups either increased or increased significantly.

2. Students With Disabilities and students who are reclassified have "increased significantly."

3. All students are 30.4 points below standard when compared to state benchmarks. The expansion of our guided-reading program should help address these gaps.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	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	
2	1	6	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		No Performance Color
46.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy		47.3 points below standard
Increased ++3.2 points	5		Increased Significantly ++22.8 points
232			21

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

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
109.8 points below standard	5.4 points below standard	42.4 points below standard
Maintained ++2.5 points	Increased Significantly ++17.3 points	Increased ++7 points
70	88	99

Conclusions based on this data:

1. In math Freeman is yellow. In order to increase this color to green Freeman staff must monitor data through frequent Common Formative Assessments (CFA)s, and daily checking for understandings using a PLC (Professional Learning Community) format.

2. Students With Disabilities increased their score and are now 75.3 points below standard.

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

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
37.4 making progress towards English language proficiency
Number of EL Students: 115
Performance Level: Low
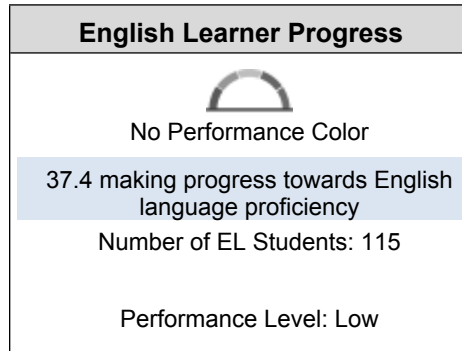
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.0	36.5	2.6	34.7

Conclusions based on this data:

1. Our English Learner Performance Indicator (ELPI) level is low. This site plan aims to increase the achievement of English Learners by focusing on literacy and developing a guided reading plan during the 2021-2022 year.

2. 34.7% of English Learners progressed at least one ELPI level.

3. 26% of students decreased one ELPI level.

School and Student Performance Data
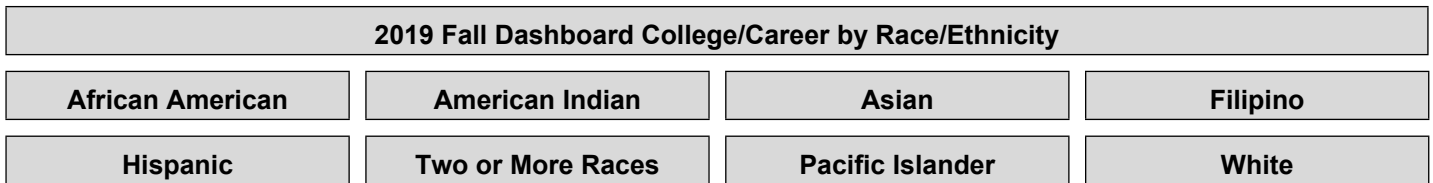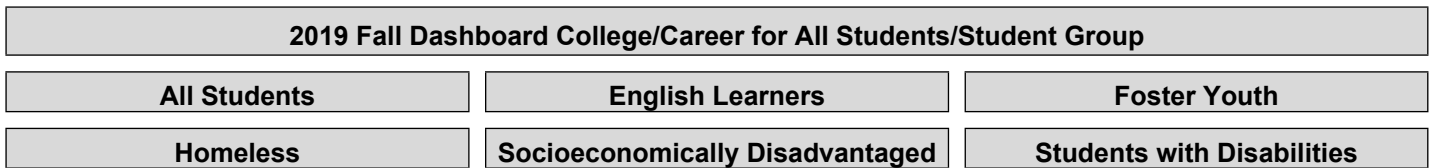
Academic Performance
College/Career

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

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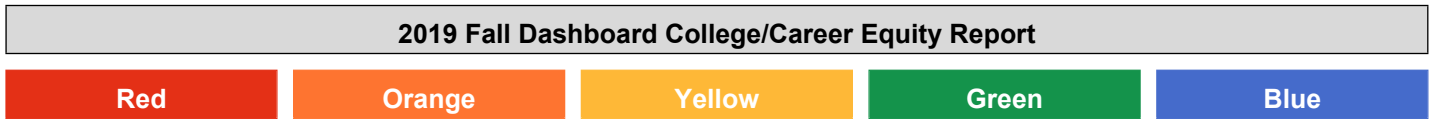
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

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

2019 Fall Dashboard College/Career by Race/Ethnicity

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

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

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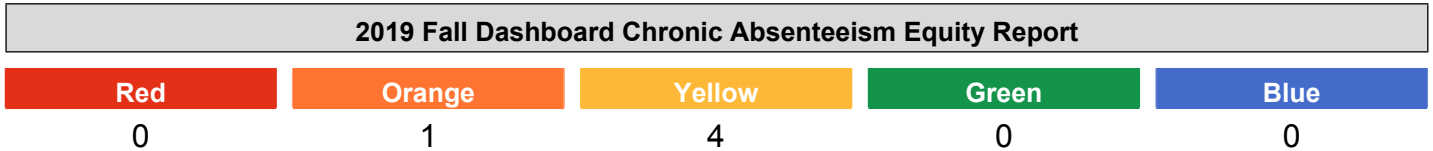
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
14.7	11.9	26.7
Declined -2.1	Declined -0.5	Declined -13.3
491	168	15

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
17.6	14.5	15
Declined -32.4	Declined -2.6	Declined -12.6
17	365	107

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	26.7	Less than 11 Students - Data Not Displayed for Privacy
6	1	Declined -6.7	1
		15	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Orange
11.9	33.3	Less than 11 Students - Data Not Displayed for Privacy	22
Declined -2.9	Increased +10.3	0	Declined -1.4
394	15		59

Conclusions based on this data:

1. The number of chronically absent students decreased overall.

2. Foster students have increased chronically absent rates.

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

School and Student Performance Data

Academic Engagement
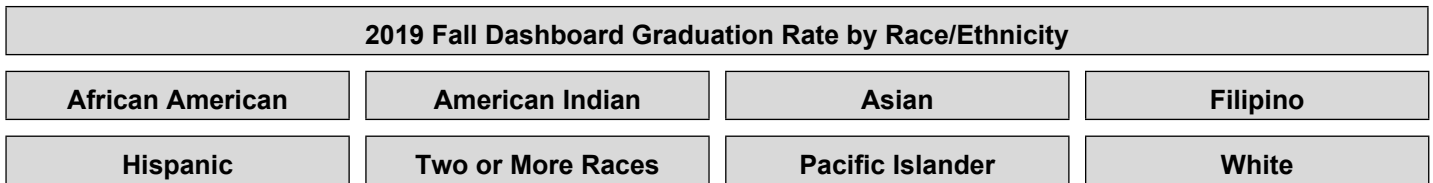## Graduation Rate

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

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

This section provides number of student groups in each color.

| 2019 Fall Dashboard Graduation Rate Equity Report |

| Red | Orange | Yellow | Green | Blue |

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

| 2019 Fall Dashboard Graduation Rate for All Students/Student Group |

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

| 2019 Fall Dashboard Graduation Rate by Race/Ethnicity |

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

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

| 2019 Fall Dashboard Graduation Rate by Year |

| 2018 | 2019 |

Conclusions based on this data:

1.

School and Student Performance Data
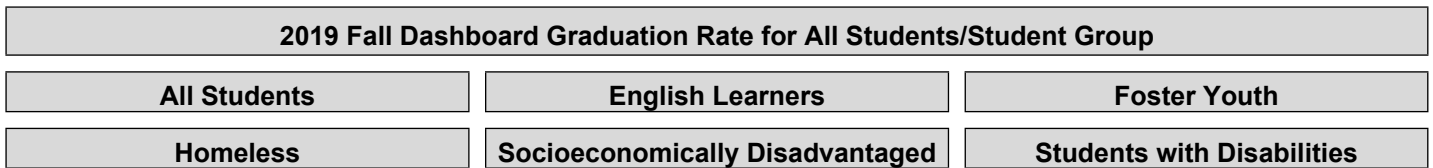
Conditions & Climate
Suspension Rate

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

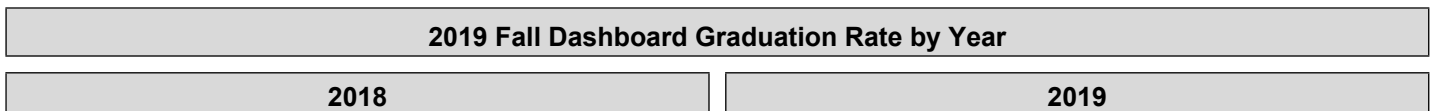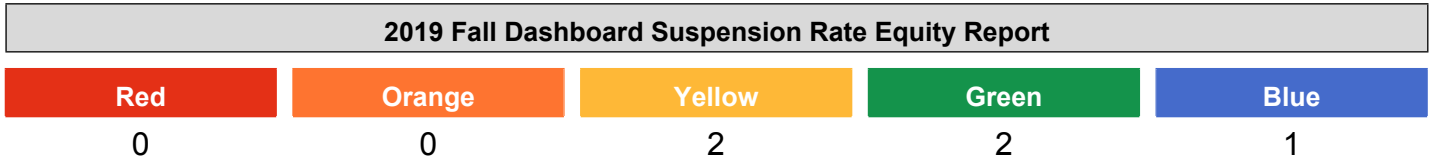| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		

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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Data not displayed due to privacy	Data not displayed due to privacy	0	Data not displayed due to privacy
		Maintained 0	
		15	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		Yellow
1.5	6.3		3.1
Maintained 0	Increased +6.3		Declined -5.6
400	16		64
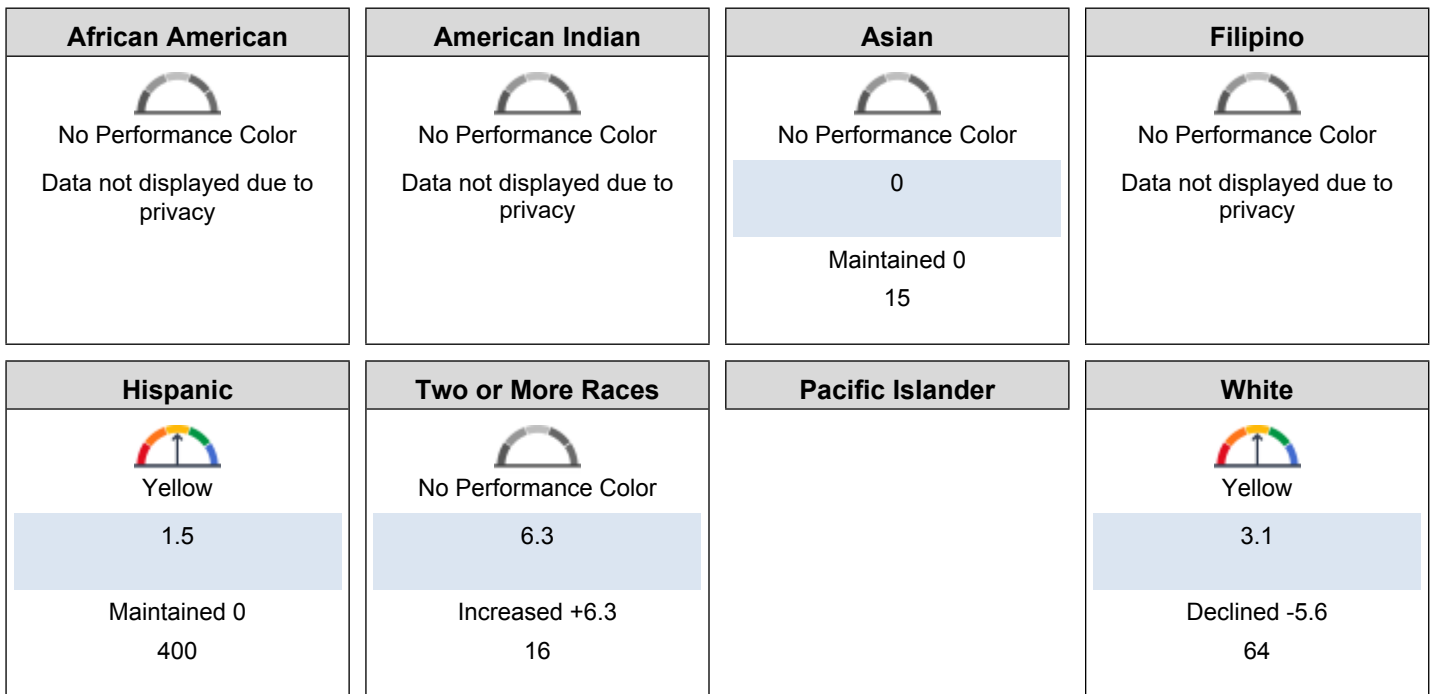
This section provides a view of the percentage of students who were suspended.

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

Conclusions based on this data:

1. Although suspension rates are low for all students, for students who are in the "2 or more races" subgroup the suspension rate increased by 6.3%. Freeman plans to have a stronger focus on positive behaviors, as well as continue to teach replacement behaviors.

2. Although all suspensions are low the White subgroup had a 3.1% suspension rate. This is a decline from the previous year.

3. Hispanic students maintained their suspension rates from the previous year. Overall there are few suspensions at Freeman as the staff routinely teaches and reinforces positive behavior. During 2020-21 Freeman only suspended 1 student therefore all sub-groups decreased their suspension rate.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in Visual and Performing Arts.	During 2020-21 11 5th/6th grade students participated in band instruction.	By May 2022 increase the number of students participating in band to at least 20 -5th/6th grade

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

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

All Students with an emphasis on Socioeconomically disadvantaged students.

Strategy/Activity

Funds will be used to establish strong Tier 1 social-emotional supports that focus on the development of skills that students will be required to know during college and/or career.   Funds will also be utilized to create, organize workshops that promote college and career options.   Students will prepare and present class presentations regarding their selected college.

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)
5001	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2020-21

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

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

Through the use of the Choice Board, and in collaboration with the Yolo Arts Council we were able to increase access to art this year. Moving forward we would also like to increase the number of students in 5th and 6th grade who participate in band.

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

We did meet the goal however the Choice Board art activities were provided asynchronously so they were more self-directed. Also SSC did vote to add "Funds to pay an hourly rate to conduct family art workshops,"   to this 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.

From the student focus groups, it was determined that a need to increase engagement was necessary. For this reason, the Freeman community will have a constant focus on increasing the

positive behaviors of students as they prepare for College, and/or Career. While there are several core competencies that WJUSD students should encompass upon graduating as indicated in the WJUSD graduate profile. Freeman will have a focus on creating responsible and productive citizens. Students will demonstrate a strong work ethic where they complete schoolwork on time, ask for assistance when needed and contribute to society. The Positive Behavior Interventions and Supports (PBIS) Rewards program will help with establishing a benchmark of these behaviors exhibited by students. Furthermore, participation in the arts such as band can lead to increased engagement. Typically Freeman invites community members to speak about their college or career. Pending the approval of volunteers on campus, we will be seeking the return of guest speakers to Freeman. In the Past, some guest speakers have included former Astronaut Jose Hernandez, Yolo County Judge Sonia Cortes, and Sacramento State President Robert Nelsen.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

After a thorough analysis of our data, the school identified a need to improve ELA and Math performance overall. Prior to the physical school closure Freeman was on an upward trend with math and reading achievement however during the 2020-21 school year the pandemic may have contributed to a decline in achievement. When comparing growth in reading and math from a remote learning setting to an in-person setting the results clearly indicate that growth was not equivalent to when school is physically in-person.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts (ELA).	In ELA 36% of students were classified as meeting or exceeding standards.	By May 2022 Freeman will move up to 38% meeting or exceeding standards.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	In Math 28% of students were classified as meeting or exceeding standards.	By May 2022 Freeman will increase up to 30% meeting or exceeding standards.
Performance level on ELA and Math Academic Indicator	Increase the performance level in ELA and Math from Yellow to Green.	By May 2022 Freeman will increase its performance level in ELA and Math from yellow to green as measured by CAASSP.
Number of students who are chronically absent	14.7% of Students were classified as chronically absent, which equates to 72 students.	By May 2022 Freeman will decrease the Chronically absent students by at least 5% to 62 students or less.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student sense of safety and school connectedness	64% of fifth grade students selected "Yes most of the time", or "Yes all of the time" in terms of feeling connected to school.	By May 2020-2021, the percentage of 5th-grade parents who indicate that their children are connected to school will increase from 64% to 80% as measured by the Healthy Kids Survey.
Suspension rate	The Dashboard reports 1.8% of students were suspended.	By May 2022 maintain few suspensions, reducing the rate to 1.0%
Parent/family satisfaction on Healthy Kids Survey, on key indicators	73% of parents indicated that the school motivates students to learn.	83% of parents indicated that the school motivates students to learn.
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	34% of students had reached typical growth targets in reading by Jan. 2021 and in math, 22% of students had met their typical growth targets during this same time period.	Increase by 5% each
Performance level on English Learner Progress Indicator	37.4% making progress towards English language proficiency.	Increase the percentage of students making progress towards English language proficiency to 45%.

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

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

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

Strategy/Activity

Funds will be used for the implementation of PLCs (Professional Learning Communities) in grades K-6th. This includes additional support staff, SSTs (Student Study Teams), additional leadership meetings, and materials.
1) The PLC framework will be used to continue to build a Multi-Tiered System of Support (MTSS) that hones in on 1st best instruction. 100% of PLCs will create agendas aligned to answer the 4 critical PLC questions 100% of the time. PLCs will be guided through the process of building agendas, disaggregating data from common formative assessments, and creating a strong plan of action.
2) The leadership team will assist in monitoring the agenda, note taking, as well as monitor the progress made on Specific Measurable Attainable, Relevant, Timely (SMART) goals. These PLC meetings will further assist in vertical alignment and

ensure that the basics of a PLC are followed. Monthly presentations will be made by teachers surrounding data etc. There will be time built in for the rest of the staff to offer resources etc.
3.) Grade level weekly PLC Meetings will consistently use Google Docs so that all minutes, agendas, and data are located in one place and are shared by all staff.
4.) 100% of PLC lessons will be aligned to the enduring standards for the grade level. The rest of the standards will also be taught however a focus on the enduring standards will be expected.
5.) Identification of grade level(s) who need additional support with additional coaching and resources such as planning, coaching, and peer observations. Funds will be used to support these grade level(s) with intervention and differentiation.
6) The leadership team will meet to monitor and provide feedback on each team's progress.
7) At least 7 SMART goals will be successfully completed by each grade level per year.
8) Funds will also be spent on materials and supplies to achieve the desired outcome.

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

Amount(s)	Source(s)
36643	Supplemental/Concentration
58241	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2020-21

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

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

When looking at both reading and math data throughout the past several years we have experienced an increase in achievement since we began using the Professional Learning Community (PLC)s framework with the exception of this year (See Attachment for I-ready data). Hattie's research found that remote learning had an effect on the overall achievement of only .17. The low effect size of remote learning may have contributed to Freeman not reaching its stated goals. While there have not been state assessments the i-ready assessments do indicate a decline in achievement when compared to previous years. A key strategy that Freeman utilized is the PLC framework however implementation was difficult with remote learning. Also while last year our students passed 14,321 i-ready reading lessons, and 17,253 i-ready math lessons, during this year as a school our students passed fewer lessons. It was difficult to have students complete i-ready lessons as the amount of screen time was already high so we were cognizant as to not assigning more screen time to students.   Although there was a physical school closure, last year was the year where our students passed a record number of i-ready lessons in both reading and math.   In addition, the Chronic Absenteeism goal was 62 students or less.

Briefly 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.

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

- Agendas and Minutes must be monitored by the principal and the school's teacher leadership team.
- At least 7 Specific Measurable Attainable, Relevant, Timely (SMART) goals must be successfully completed by each grade level.
- Evidence of student goal setting and reflection.
- Evidence of celebrations for goal achievement.
- Identify and support high-needs grade levels.
- Increase the number of staff members who can assist with the reteach/accelerate groups in order to create smaller groupings.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

Based on the data available due to COVID 19 challenges we have identified that students have gaps in their learning. The English Learner Specialist will train the staff on the guided reading plan that is designed to supplement the instruction of English Learners and increase the English Learner Progress Indicator (ELPI) level from 37.4% to at least 45%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners	20.2% of English Learner Students were reclassified during the 2019-2020 school year.	By 2021 the percentage of English Learners that will be reclassified will increase to 24%.
English Learner Progress Indicator (ELPI)	37.4% are making English Learner progress	Increase the number of students who are making progress on the English Learner Progress Indicator to 45%.
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	Members from the leadership team rated an average of a 3.1 in terms of Principle 1 implementation of the California English Learner Roadmap Scale.	Increase the score on Principle 1 of the California English Learner Roadmap (CELR) from 3.1 to 3.6 as measured by the CELR rating scale.

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

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

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

Strategy/Activity

Funds to purchase, organize, train, and implement curricula that promote a balanced literacy approach, while ensuring parents have access to support English learners.. This plan will assist students in moving at least 1 ELPI level per year to prevent English Learners from becoming Long-Term English Learners (LTELs). English Learners will have multiple opportunities to increase their literacy skills. Funds to create and implement a schoolwide guided reading plan including the purchase of required materials to reach full implementation. Additionally, this includes funds to pay staff members an hourly rate to assess students' reading levels. English Learner Specialist to prepare and train staff on the implementation of our guided reading plan. This guided reading plan will lend itself to differentiation by proficiency levels and is in alignment with the California ELD (English Language Development) standards.

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)
28994	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

I-ready small groups lessons were used with English Learners along with other useful tools to assist. ELs participated in the Response to Intervention (RtI) Process however the remote learning format did increase the difficulty of implementation.

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

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

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

In order to increase the literacy abilities of English Learners the following strategies must be implemented. 100% of staff must follow the guided reading plan. The guided reading approach

will focus on phonics, guided reading, fluency, writing, comprehension, and accuracy. Guided reading lessons must be targeted and specific based on results of the Fountas and Pinnell, I-ready assessments, and the Read Naturally program.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

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

Identified Need

71% of students indicated that they knew where they were in terms of their reading and math achievement. The need to further develop leadership with an emphasis on problem-solving (goal setting), communication, understanding leadership, and relationship building will assist with this goal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged.	During 2020-2021 Freeman partnered with the Yolo Arts Council as well as with Woodland United Way.	Freeman will increase the number of community partnerships from 2 to at least 4. (The COVID pandemic impacted the number of community organizations that Freeman typically collaborates with).
Number of extracurricular programs offered.	Freeman offered enrichment opportunities (Art, and Science) enrichment opportunities during the 2020-2021 year.	Freeman will increase the number of extracurricular program offered from 2 to at least 4. (The COVID pandemic impacted the number of community organizations that Freeman typically collaborates with).
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys.	247 students in grades 2nd-6th completed the student survey (54% of all students)	Increase the survey results to include kindergarten and 1st grades, with a goal of 75% of students completing the survey.
Number and percent of students by representative demographic providing input to the SPSA through focus groups.	During 2020-2021 13 students in grades 4th-6th provided input in the creation of the SPSA.	Increase the number of students who provided input to at least 24 students.

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

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

All students will be served through this strategy.

Strategy/Activity

During the needs assessment process students indicated that a focus on "making learning fun" would help students want to attend school. Teaching students about leadership as well as providing students more leadership opportunities will lead to more engaged students. Funds will be used to increase leadership opportunities for students.This may include the following:
- Funds to pay staff an hourly wage to develop lessons for the leadership program as well as purchase needed resources (Building Everyday Leadership in All Kids: An Elementary Curriculum to Promote Attitude and Actions for Respect and Success) that focus on team building, understanding leadership, communication, problem-solving, decision making, building relationships among peers.
- Funds will also be used to assist in the planning of family nights. These family nights can be organized and led by students.
- Increase student participation in our School SIte Council.

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)
1432	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2020-21

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

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

This is a new SPSA goal that will be focused on during the 2021-22 year.

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

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	$59,673
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$130,311.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$58,241.00
Title I Part A: Parent Involvement	$1,432.00

Subtotal of additional federal funds included for this school: $59,673.00

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

State or Local Programs	Allocation ($)
Supplemental/Concentration	$70,638.00

Subtotal of state or local funds included for this school: $70,638.00

Total of federal, state, and/or local funds for this school: $130,311.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Eduardo Gonzalez	Principal
Navdeep Brar	Other School Staff
Samantha Russo	Parent or Community Member
Paul Bridge	Parent or Community Member
Frank Avila	Parent or Community Member
Shugfta Parveen	Parent or Community Member
Julia Logan	Classroom Teacher
Theresa Wheeler	Classroom Teacher
Nikki Vaughn	Classroom Teacher
Roberto Gomez	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 López L.	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 4/21/21.

Attested:

[signature]	Principal, Eduardo Gonzalez on 4/21/21
[signature]	SSC Chairperson, Roberto Gomez on 4/21/21