

# 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	4/16/23	May 25, 2023

## Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement  
Chronic Absenteeism- white students.

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 and/or surveys with stakeholders as well as surveys. The stakeholders involved included English Learner Advisory Committee (ELAC), School Site Council (SSC), the teacher leadership team, students, Site, and District Office Administration. The process consisted of the 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. An item that both English Learner Advisory Committee (ELAC), and the School Site Council (SSC) identified was that an increase in attendance would help Freeman's overall math and reading scores. Our Chronic Absenteeism rate was 44.7% which indicates that nearly half of Freeman's students were absent more than 18 days of school.
- 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.

This ATSI plan meets state and ESSA requirements:

- In partnership with stakeholders (including the principal and other school leaders, teachers, and parents) the school developed and will implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification.
- The ATSI plan was informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable)
- The ATSI plan includes evidence-based interventions.

Additionally, the ATSI plan identified resource inequities, which included a review of LEA- and school-level budgeting, which is addressed through implementation of its ATSI plan .

# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

Freeman Elementary School's Site Council (SSC) 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 and/or surveys were conducted with multiple stakeholder groups at Freeman including English Language Advisory Committee (ELAC), SSC, staff, and students. Each meeting included an in-depth review of the most recent local data of progress and/or survey data. Some data points were attendance, reclassification rates, suspension rates, i-ready data, and progress towards Specific Measurable Attainable, Relevant, and Timely (SMART) goal completion. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff, and students. Student input was gathered through the surveys, and focus groups that identified strengths and areas of focus of the school. Student focus groups were created, with a balanced representation of student groups. Thirty-four students participated in the focus groups (1st- 6th grades) and 258/446 (58%) student surveys were completed.

### STUDENT INPUT

Student focus groups and the Youth Advisory Council (YAC) participated in focus groups in order to help identify areas of need. After reviewing the survey data some student groups concluded that the area of focus should continue to be before and after school intervention, What I Need (WIN) time, and continue to offer art and sports programs. In addition, students stressed that they feel that the small-group learning format helps students learn who may need extra time. During the construction of the School Plan for Student Achievement (SPSA), Freeman's Youth Advisory Council met on March 14, 2023, and identified that the decrease from 53.1% to 14.7% of students who indicated that they had been a victim of bullying was partly due to having a very nice 6th-grade class. Sixth graders typically set the tone for the entire school. Furthermore from the focus groups students indicated that they want their teachers to be firm and fair. Students also indicated that incentives for attendance can help. Because of the student input, Freeman will have an increased focus on providing more incentives for attendance, small-group learning opportunities, collaboration with Yolo Arts, and the Let's Get Moovin' sports program are integral components of this plan.

A teacher survey was conducted in the Spring of 2023 to gather input from teachers. According to the teacher survey that was conducted 4 teachers are using all components of the Read Naturally program while 10 teachers indicated that a school wide focus on using all of the components in every classroom would help the school even more. The Read Naturally curriculum is important as it measures students' fluency, teaches vocabulary, comprehension, and provides general knowledge about various topics ranging from Science to Social Studies. This reinforced the need to for instructional rounds where teachers can provide each other feedback on their implementation of Read Naturally.

ELAC and teacher leadership staff reviewed the SPSA on March 30, 2023, and March 15, 2023, respectively, and provided additional feedback. SSC reviewed the plan on 2/21/23, offered recommendations, and after considering recommendations from all groups /approved the SPSA on April 26, 2023. ELAC families strongly felt that a focus on attendance was needed as well as a way to help families bring their children to school. ELAC reviewed the plan and approved it on April 27, 2023.

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 virtual post-it notes 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 2022-2023 Freeman's main focus was to eradicate "Learning Loss" related to the Pandemic. Reports from NWEA indicated that there was a 14% point decrease in math and a 6% decrease in reading due to the effects of remote learning. In one year Freeman scored 1% percentage point higher in reading and in math we were only 2% points less than where we were before the pandemic. During 2022-23 Freeman was classified as an Additional Targeted Support and Improvement (ATSI) school due to the high Chronic Absenteeism rates of the White subgroup but was not identified as an ATSI due to reading or math achievement.

A key strategy that helped Freeman overcome the effects of the pandemic-related learning loss was the Professional Learning Community (PLC) framework that includes Response to Intervention (RTI) 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 were implemented. During 2022-2023 PLC implementation continues as we set a goal of each grade level successfully completing at least 10 SMART Goals.

During the 2022-23 school year, the needs assessment process, focus groups, and surveys that were conducted also identified the need to continue with PLCs, Read Naturally, Math Talks, small-group interventions, art opportunities, and sports programs. Additionally, a focus on attendance would help other subject areas as well. Funds in this site plan are also aimed at providing more targeted support for 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.

Examining resource inequities includes reviewing funding, facilities, as well as teacher experience levels and credentialing. Freeman reviewed both staffing and financial resources, and did not identify any inequities.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.89%	0.9%	3	4	4
African American	0.9%	2.44%	2.26%	4	11	10
Asian	3.7%	2.44%	2.94%	17	11	13
Filipino	0.2%	0.44%	0.45%	1	2	2
Hispanic/Latino	78.7%	77.38%	74.89%	363	349	331
Pacific Islander	%	%	0.23%			1
White	12.4%	11.09%	11.31%	57	50	50
Multiple/No Response	1.7%	2.44%	3.85%	8	11	17
	<b>Total Enrollment</b>			461	451	442

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	55	56	61
Grade 1	58	59	62
Grade 2	63	53	61
Grade 3	61	64	49
Grade 4	79	62	66
Grade 5	76	80	61
Grade 6	69	77	82
<b>Total Enrollment</b>	461	451	442

### Conclusions based on this data:

1. Our two largest groups of students are Hispanic and White.
2. Freeman's Asian population continues to slightly increase.
3. During 2019-2020 there were 483 students however during and after the COVID-19 pandemic (2020-2021) enrollment dropped to 461 students. This is a decline of 22 students. The following year there was another decline of 10 students. The decline necessitated the need for a 5th/6th-grade combination class during 2022-23. Promoting the 4 big strengths of Freeman is becoming more and more important to prospective families who may be seeking a great school for their children. Those strengths are: 1.) Highly Qualified Teachers 2.) Strong standards-based focus 3.) Extracurricular activities 4.) Safety practices.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	150	133	119	32.50%	29.5%	26.9%
Fluent English Proficient (FEP)	89	75	67	19.30%	16.6%	15.2%
Reclassified Fluent English Proficient (RFEP)	8			5.3%		

### Conclusions based on this data:

1. The overall trend has been a decrease of the total English Learner (EL) student population. This is due in part to Freeman's 18% reclassification rate compared to the district's average of 5%.
2. There has been a decline of students classified as Fluent English Proficient.
3. The percentage of students who were reclassified is on the rise. The District and school staff have had a focus on EL Rise strategies.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	51	57		0	54		0	54		0.0	94.7	
Grade 4	74	46		0	45		0	44		0.0	97.8	
Grade 5	71	80		0	80		0	80		0.0	100.0	
Grade 6	63	77		0	73		0	73		0.0	94.8	
All Grades	259	260		0	252		0	251		0.0	96.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2398.			9.26			24.07			33.33			33.33	
Grade 4		2414.			11.36			18.18			22.73			47.73	
Grade 5		2450.			6.25			26.25			20.00			47.50	
Grade 6		2517.			13.70			30.14			30.14			26.03	
All Grades	N/A	N/A	N/A		9.96			25.50			26.29			38.25	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.56			64.81			29.63	
Grade 4		11.36			61.36			27.27	
Grade 5		10.00			53.75			36.25	
Grade 6		15.07			54.79			30.14	
All Grades		10.76			57.77			31.47	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.85			68.52			29.63	
Grade 4		4.55			45.45			50.00	
Grade 5		8.75			51.25			40.00	
Grade 6		15.07			58.90			26.03	
All Grades		8.37			56.18			35.46	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.11			77.78			11.11	
Grade 4		6.82			68.18			25.00	
Grade 5		6.25			81.25			12.50	
Grade 6		17.81			71.23			10.96	
All Grades		10.76			75.30			13.94	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.26			66.67			24.07	
Grade 4		6.82			63.64			29.55	
Grade 5		8.75			56.25			35.00	
Grade 6		23.29			64.38			12.33	
All Grades		12.75			62.15			25.10	

**Conclusions based on this data:**

1. School wide 35% of students met or exceeded standard on overall ELA achievement on the Spring 2022 CAASPP. (California Assessment of Student Performance and Progress).
2. 6th Grade has the highest percentage of students on or above standard. This may be due to their strong focus in writing including their focus on the brief writes. Expanding brief writes to grades 3rd-6th would be the next steps for Freeman staff.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	51	57		0	53		0	53		0.0	93.0	
Grade 4	74	46		0	45		0	45		0.0	97.8	
Grade 5	71	80		0	80		0	79		0.0	100.0	
Grade 6	63	77		0	75		0	75		0.0	97.4	
All Grades	259	260		0	253		0	252		0.0	97.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2407.			3.77			32.08			35.85			28.30	
Grade 4		2451.			11.11			28.89			26.67			33.33	
Grade 5		2456.			5.06			16.46			30.38			48.10	
Grade 6		2483.			6.67			10.67			37.33			45.33	
All Grades	N/A	N/A	N/A		6.35			20.24			32.94			40.48	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.98			49.06			33.96	
Grade 4		28.89			37.78			33.33	
Grade 5		7.59			48.10			44.30	
Grade 6		10.67			50.67			38.67	
All Grades		14.29			47.22			38.49	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.66			58.49			35.85	
Grade 4		13.33			53.33			33.33	
Grade 5		3.80			53.16			43.04	
Grade 6		4.00			58.67			37.33	
All Grades		5.95			55.95			38.10	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.55			64.15			28.30	
Grade 4		6.67			57.78			35.56	
Grade 5		5.06			51.90			43.04	
Grade 6		9.33			48.00			42.67	
All Grades		7.14			54.37			38.49	

**Conclusions based on this data:**

1. Overall 26% of students are meeting or exceeding academic standards in math.
2. Students scored 60% on communicate reasoning for being at , near, or above standard. There was a strong focus on students explaining their thinking.
3. 40% of students are at the "Not Met" category. This is a decrease from previous years. This indicates that more students are moving out of the lowest category when compared to previous years. This may be due in part to our Response to Intervention time that is built into the school day.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1363.4	1361.9		1373.4	1373.3		1340.1	1334.8		27	15	
<b>1</b>	1355.7	1416.3		1391.0	1438.6		1319.8	1393.5		22	21	
<b>2</b>	1339.9	1454.2		1360.1	1474.4		1319.4	1433.2		13	19	
<b>3</b>	1370.9	1498.5		1366.0	1512.9		1375.4	1483.4		22	11	
<b>4</b>	1437.4	1519.8		1441.9	1540.1		1432.5	1498.8		24	12	
<b>5</b>	1443.0	1524.4		1436.3	1529.3		1449.3	1519.0		23	18	
<b>6</b>	1498.1	1548.5		1502.7	1557.0		1492.8	1539.7		18	20	
<b>All Grades</b>										149	116	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	0.00		40.74	13.33		29.63	46.67		29.63	40.00		27	15	
<b>1</b>	0.00	0.00		9.09	14.29		40.91	33.33		50.00	52.38		22	21	
<b>2</b>	0.00	5.26		15.38	31.58		30.77	52.63		53.85	10.53		13	19	
<b>3</b>	4.55	9.09		4.55	54.55		40.91	36.36		50.00	0.00		22	11	
<b>4</b>	4.17	25.00		12.50	50.00		54.17	8.33		29.17	16.67		24	12	
<b>5</b>	4.35	16.67		26.09	44.44		34.78	33.33		34.78	5.56		23	18	
<b>6</b>	5.56	35.00		27.78	40.00		44.44	15.00		22.22	10.00		18	20	
<b>All Grades</b>	2.68	12.93		20.13	33.62		39.60	32.76		37.58	20.69		149	116	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	13.33		48.15	0.00		25.93	46.67		25.93	40.00		27	15	
<b>1</b>	13.64	0.00		9.09	33.33		36.36	61.90		40.91	4.76		22	21	
<b>2</b>	7.69	26.32		23.08	36.84		23.08	31.58		46.15	5.26		13	19	
<b>3</b>	4.55	36.36		18.18	63.64		27.27	0.00		50.00	0.00		22	11	
<b>4</b>	12.50	58.33		37.50	25.00		33.33	8.33		16.67	8.33		24	12	
<b>5</b>	13.04	44.44		43.48	50.00		26.09	0.00		17.39	5.56		23	18	
<b>6</b>	16.67	55.00		38.89	30.00		33.33	5.00		11.11	10.00		18	20	
<b>All Grades</b>	9.40	31.90		32.21	33.62		29.53	24.14		28.86	10.34		149	116	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	0.00		74.07	60.00		25.93	40.00		27	15	
<b>1</b>	22.73	19.05		31.82	61.90		45.45	19.05		22	21	
<b>2</b>	7.69	15.79		30.77	78.95		61.54	5.26		13	19	
<b>3</b>	9.09	27.27		45.45	72.73		45.45	0.00		22	11	
<b>4</b>	20.83	58.33		45.83	33.33		33.33	8.33		24	12	
<b>5</b>	17.39	11.11		60.87	83.33		21.74	5.56		23	18	
<b>6</b>	16.67	15.00		50.00	75.00		33.33	10.00		18	20	
<b>All Grades</b>	13.42	18.97		50.34	68.10		36.24	12.93		149	116	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	7.41	20.00		66.67	33.33		25.93	46.67		27	15	
<b>1</b>	4.55	0.00		72.73	80.95		22.73	19.05		22	21	
<b>2</b>	15.38	15.79		53.85	78.95		30.77	5.26		13	19	
<b>3</b>	4.55	72.73		54.55	27.27		40.91	0.00		22	11	
<b>4</b>	20.83	58.33		66.67	33.33		12.50	8.33		24	12	
<b>5</b>	30.43	83.33		39.13	11.11		30.43	5.56		23	18	
<b>6</b>	33.33	85.00		66.67	5.00		0.00	10.00		18	20	
<b>All Grades</b>	16.11	45.69		60.40	40.52		23.49	13.79		149	116	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	7.41	0.00		70.37	73.33		22.22	26.67		27	15	
<b>1</b>	0.00	0.00		9.09	14.29		90.91	85.71		22	21	
<b>2</b>	0.00	0.00		23.08	68.42		76.92	31.58		13	19	
<b>3</b>	0.00	0.00		18.18	63.64		81.82	36.36		22	11	
<b>4</b>	4.17	0.00		20.83	66.67		75.00	33.33		24	12	
<b>5</b>	8.70	5.56		39.13	55.56		52.17	38.89		23	18	
<b>6</b>	0.00	15.00		16.67	50.00		83.33	35.00		18	20	
<b>All Grades</b>	3.36	3.45		30.20	53.45		66.44	43.10		149	116	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	3.70	0.00		48.15	40.00		48.15	60.00		27	15	
<b>1</b>	0.00	0.00		36.36	66.67		63.64	33.33		22	21	
<b>2</b>	0.00	15.79		46.15	31.58		53.85	52.63		13	19	
<b>3</b>	0.00	9.09		40.91	90.91		59.09	0.00		22	11	
<b>4</b>	4.17	0.00		54.17	75.00		41.67	25.00		24	12	
<b>5</b>	4.35	27.78		60.87	61.11		34.78	11.11		23	18	
<b>6</b>	11.11	10.00		77.78	80.00		11.11	10.00		18	20	
<b>All Grades</b>	3.36	9.48		51.68	62.07		44.97	28.45		149	116	

**Conclusions based on this data:**

1. Most grade levels increased their overall ELPAC scores during the 2021-22 year. This may be due in part to the introduction of the Read Naturally program and EL Rise professional development.
2. In the writing domain scores increased from the previous year in the well developed and somewhat or moderately developed. This may be due in part to the Read Naturally program which also requires students to write well developed summaries.
3. The percentage of students who are well developed increased from 3.36 to 9.48.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>451</b>	<b>83.1</b>	<b>29.5</b>	<b>1.1</b>
Total Number of Students enrolled in Freeman Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	133	29.5
Foster Youth	5	1.1
Homeless	9	2.0
Socioeconomically Disadvantaged	375	83.1
Students with Disabilities	103	22.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.4
American Indian	4	0.9
Asian	11	2.4
Filipino	2	0.4
Hispanic	349	77.4
Two or More Races	11	2.4
Pacific Islander		
White	50	11.1

**Conclusions based on this data:**

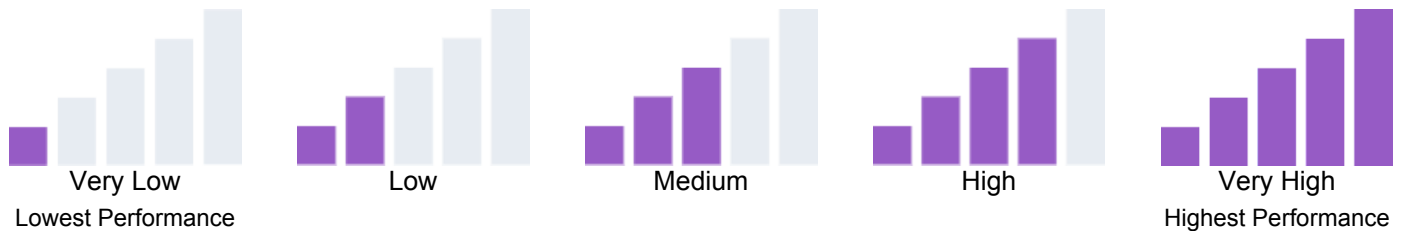
1. 83.1% of students are economically disadvantaged. Ensuring that these students master key concepts is crucial to their learning.
2. 22.8% of Freeman students have a disability. This requires providing students with more time to learn the material or presenting the material in by using a multifaceted approach (Visuals, kinesthetic etc.).
3. There are 9 students who are homeless. Ensuring that more support for these students is allocated will assist in addressing their needs. The social worker along with staff will monitor and provide assistance as needed.

# School and Student Performance Data

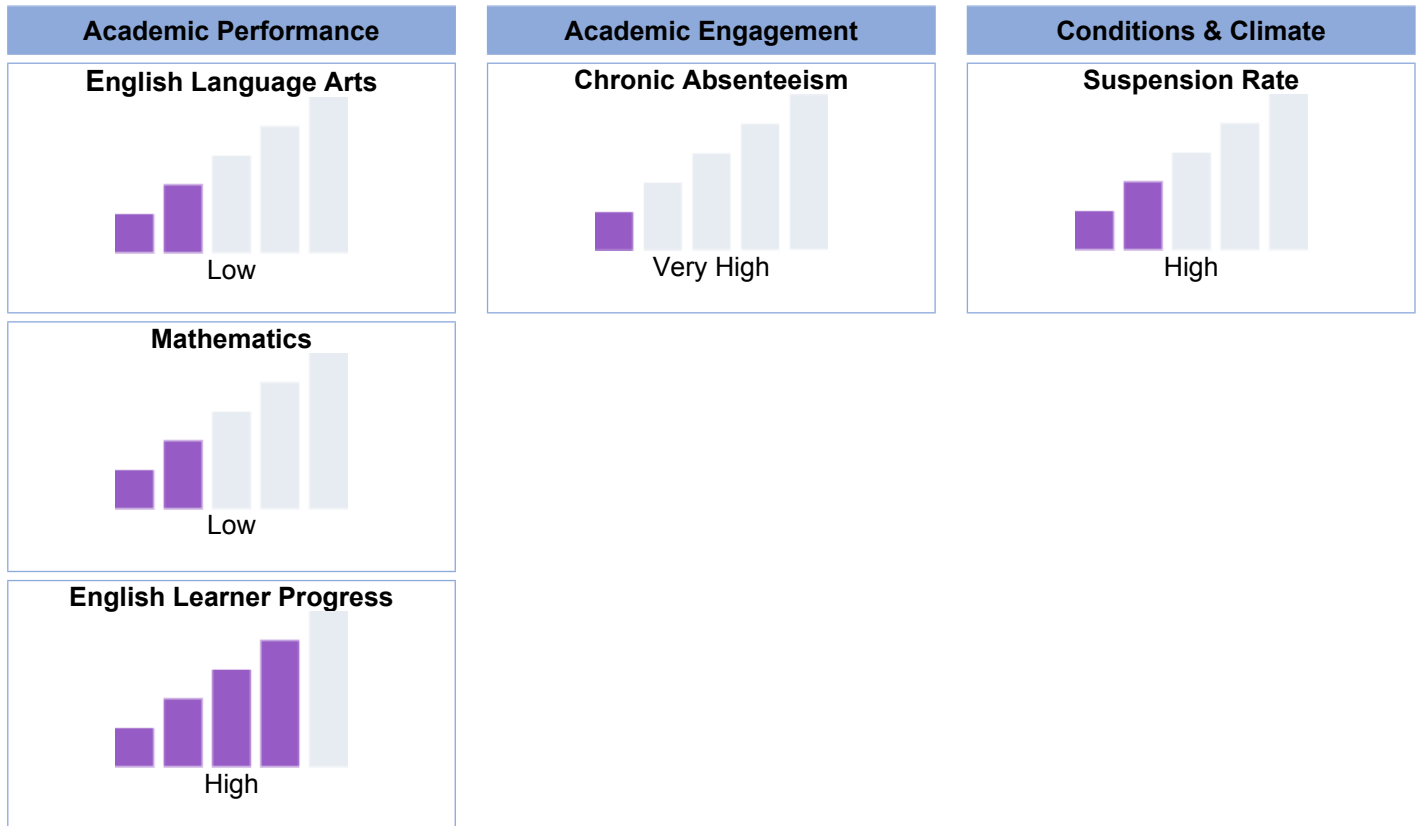
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

- Freeman must work to increase the overall performance from red to yellow in both math and reading.
- Chronic Absenteeism rates continue to be an area of focus and decreasing these rates even more would help us with other subjects. If a student is not at school, then their absence logically will impede learning.



- 
- 
3. Freeman's English Learner Progress is High. This is due to the strong focus of teachers and students helping.

# School and Student Performance Data

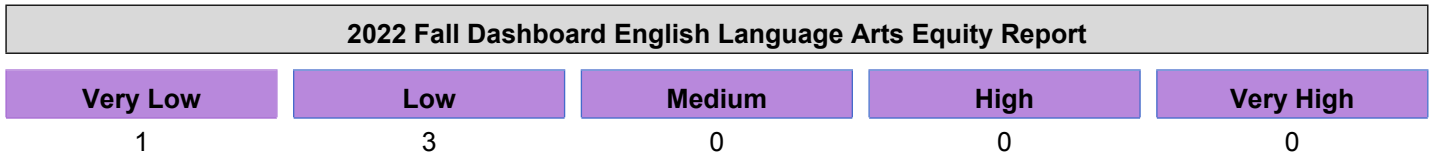
## Academic Performance English Language Arts

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

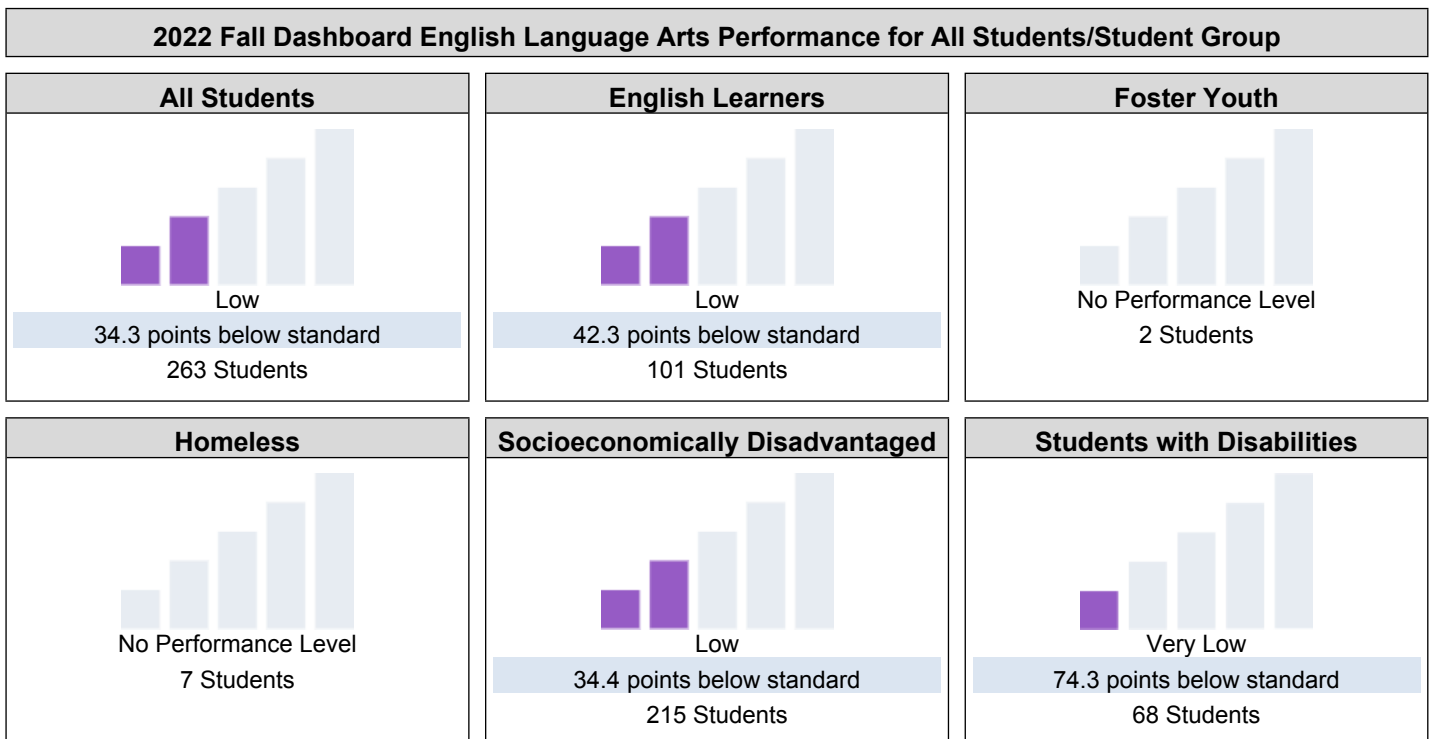
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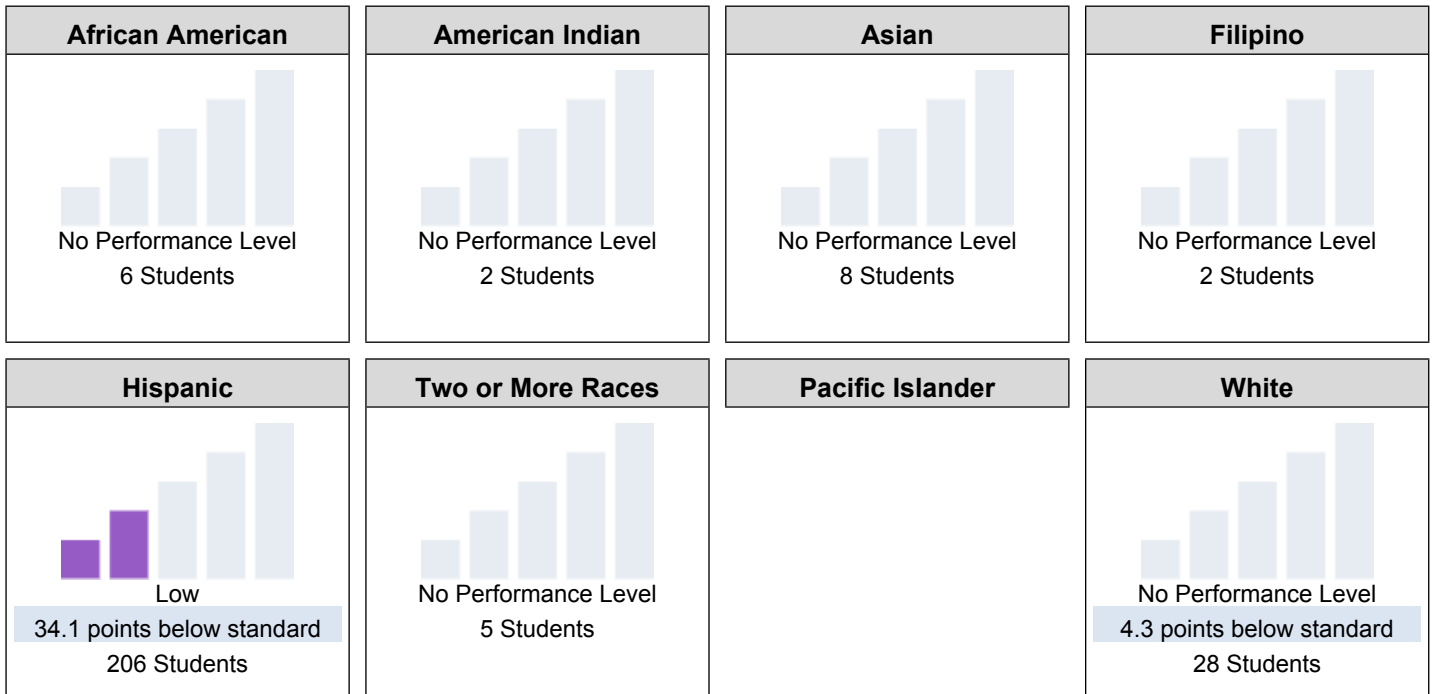
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
89.7 points below standard	12.2 points above standard	37.0 points below standard
54 Students	47 Students	136 Students

**Conclusions based on this data:**

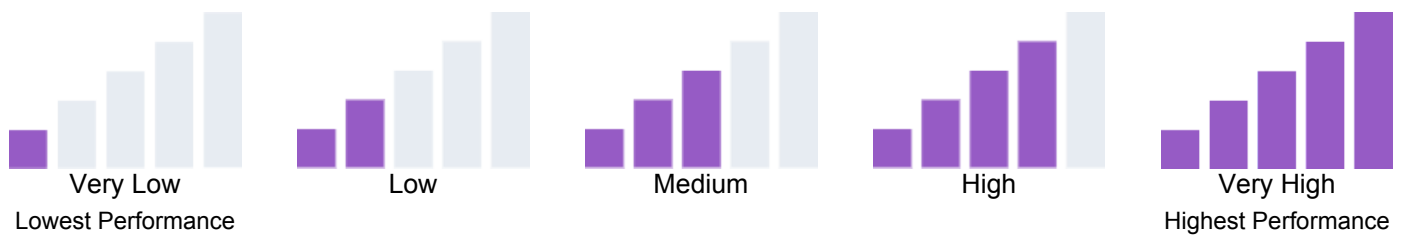
- Socioeconomically Disadvantaged students are 34.4 points below standard.
- Students With Disabilities are 73 points below standard. The need to have a stronger focus on the Universal Design for Learning is paramount.
- Reclassified ELs are 12.2 points above standard.

# School and Student Performance Data

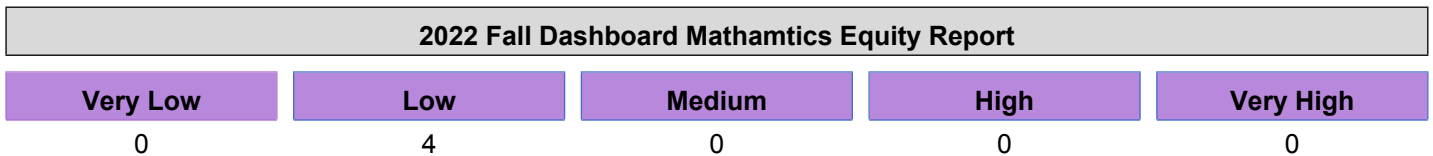
## Academic Performance Mathematics

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

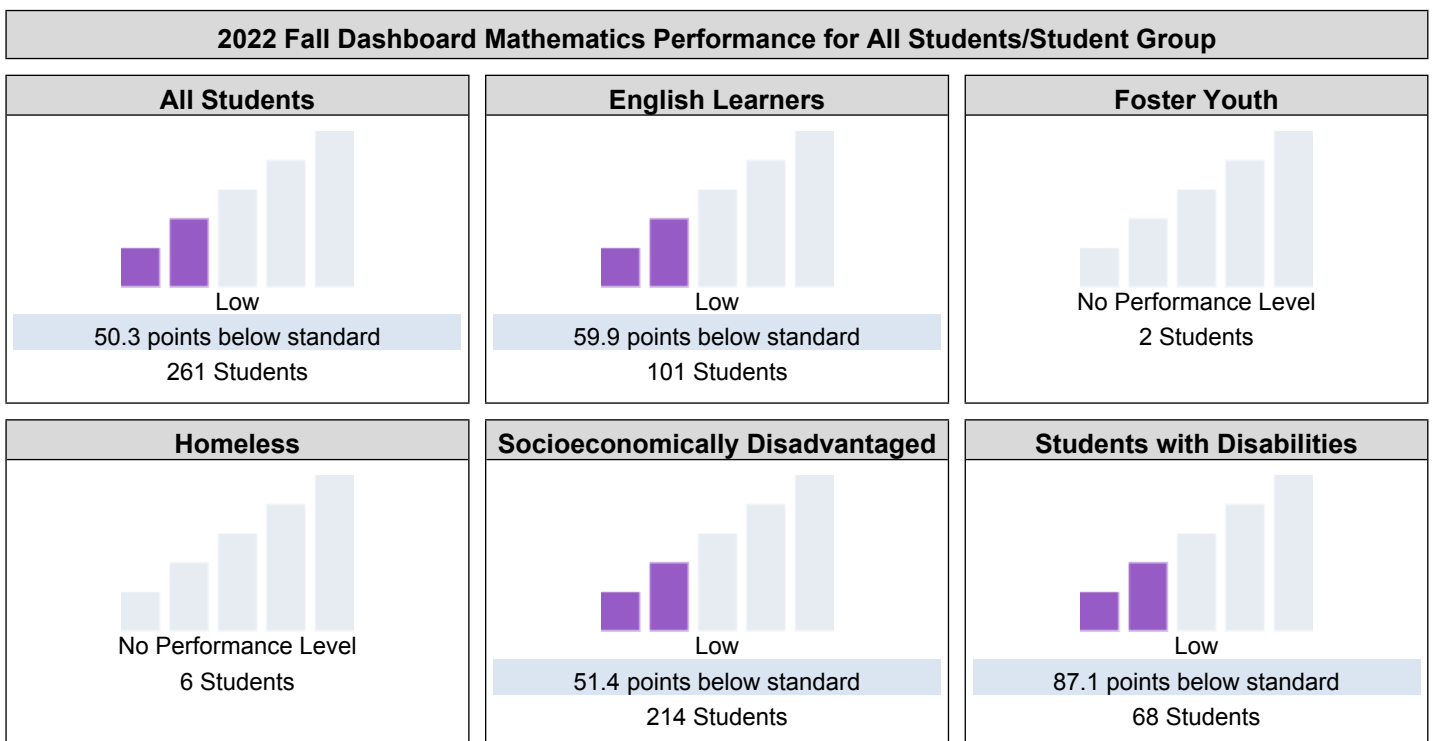
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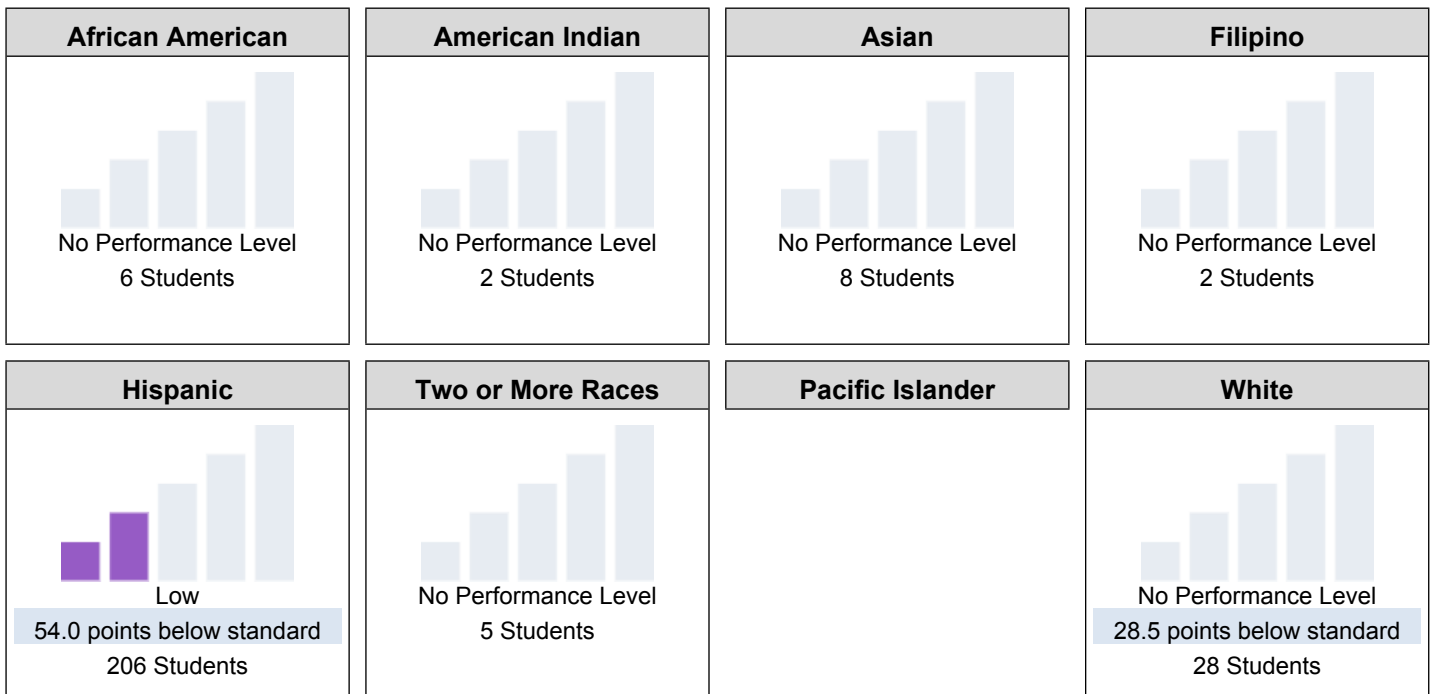
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">94.1 points below standard</p> <p>54 Students</p>	<p style="background-color: #e6f2ff;">20.6 points below standard</p> <p>47 Students</p>	<p style="background-color: #e6f2ff;">48.2 points below standard</p> <p>134 Students</p>

#### Conclusions based on this data:

1. In math Freeman is red. In order to increase this color to yellow Freeman staff must monitor data through frequent Common Formative Assessments (CFA)s, and daily checking for understandings using a PLC (Professional Learning Community) format. Also a focus on 1st best teaching is important.
2. Students With Disabilities are 87.1 points below standard. We must keep a stronger focus since this is a significant amount of our student population. A focus on Universal Design for Learning is important.
3. Students who are socioeconomically disadvantaged scored at the red level.

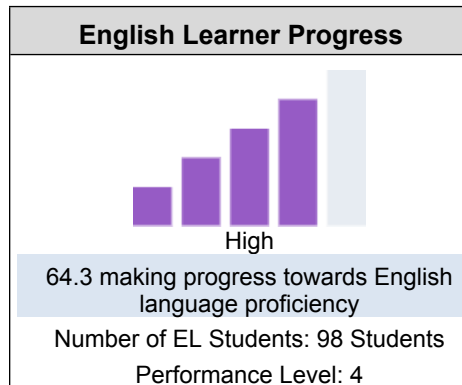
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.3%	21.4%	0.0%	64.3%

#### Conclusions based on this data:

1. Our English Learner performance indicator (ELPI) level is High.
2. 64.3% of English Learners progressed at least one ELPI level.
3. 14.3% of students decreased one ELPI level. A continued focus on ensuring students do not regress will be a continued focus.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

- 1.

# School and Student Performance Data

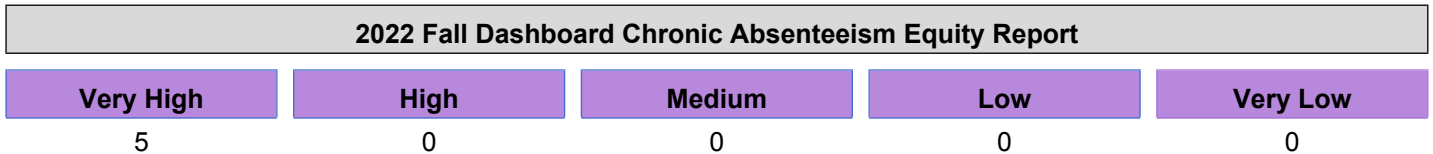
## Academic Engagement Chronic Absenteeism

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

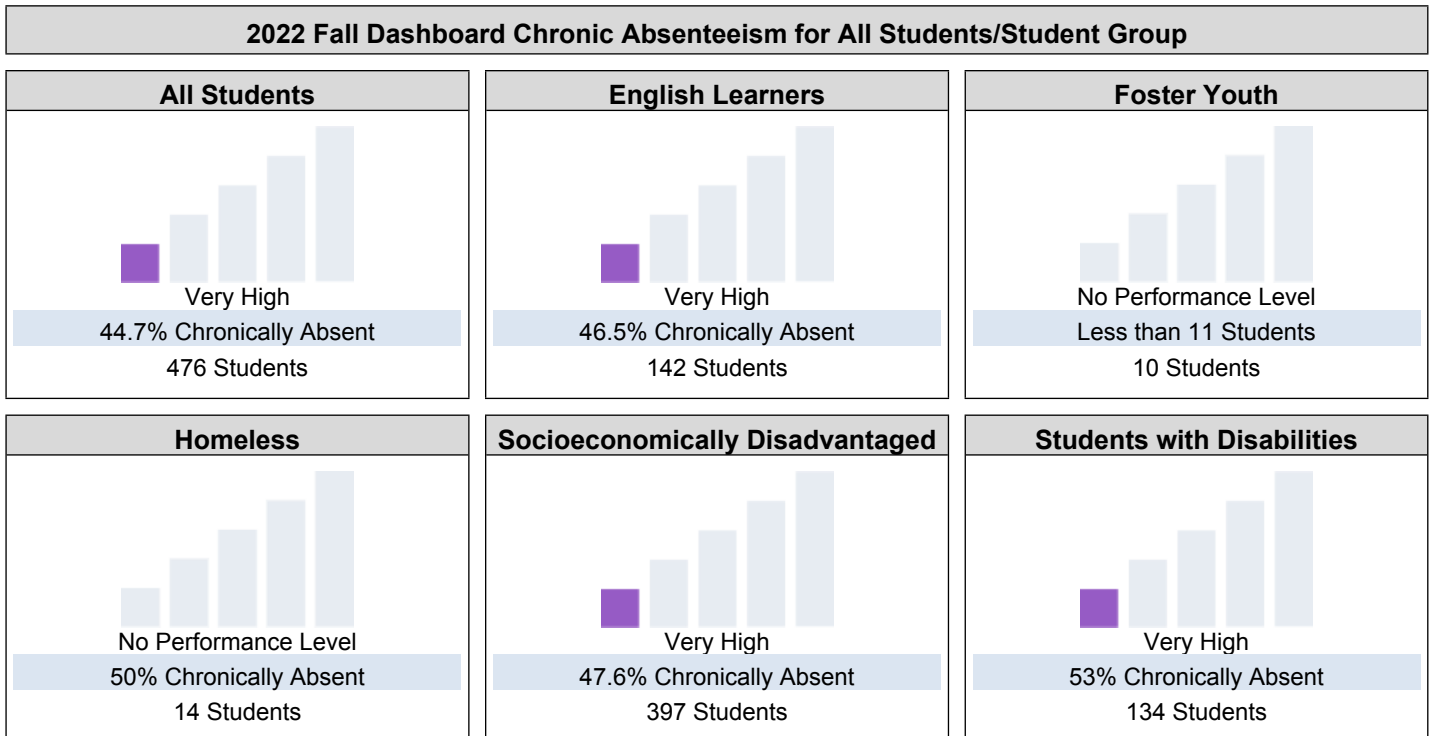
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

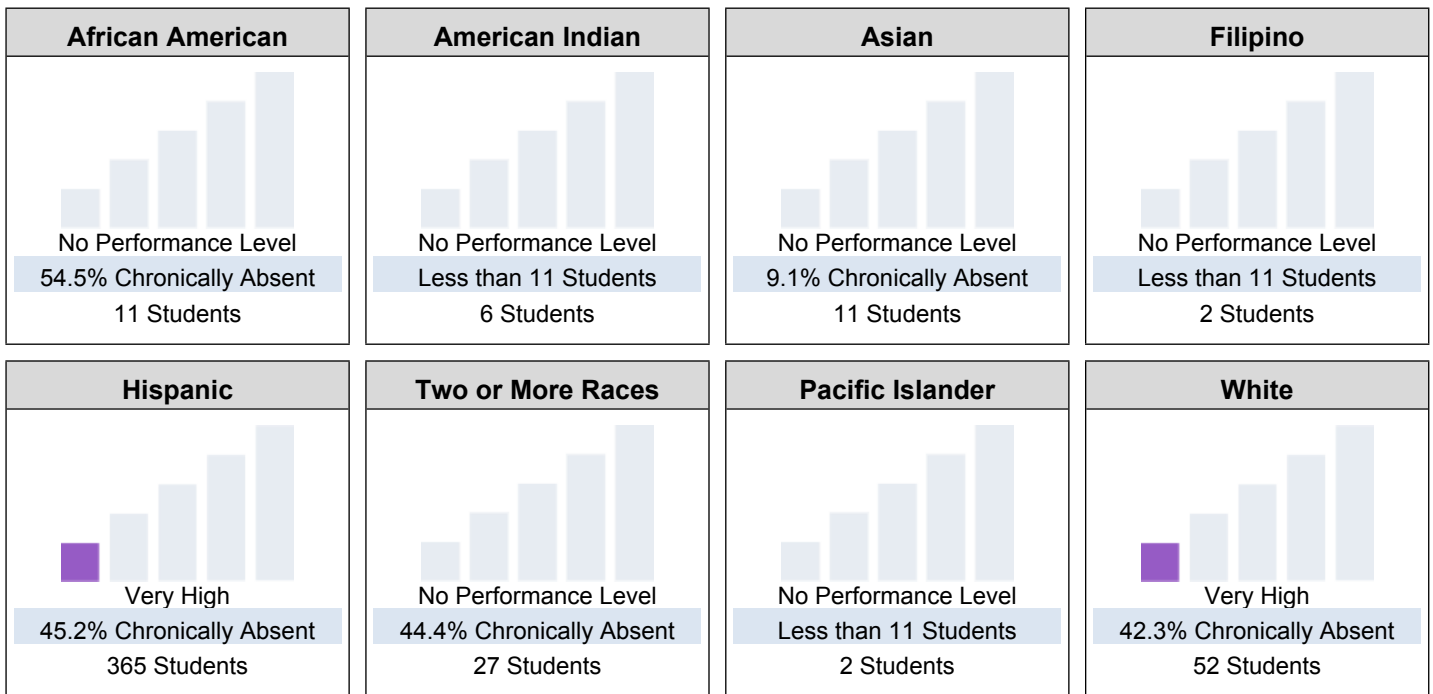


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.





**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. The number of chronically absent students is at 44.7%. Freeman must keep the focus on improving attendance for all subgroups.
2. The White subgroup's chronically absent rate is very high at 42.3% (52 students) are classified as chronically absent.

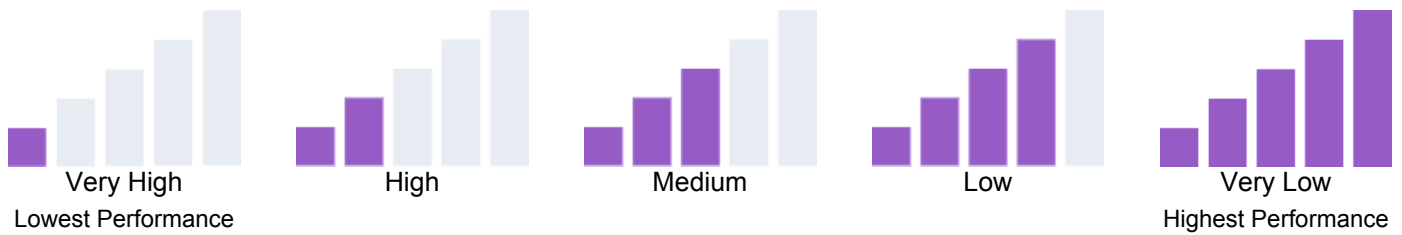


# School and Student Performance Data

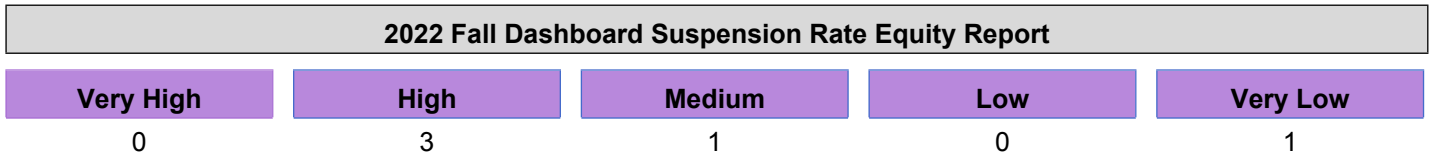
## Conditions & Climate Suspension Rate

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

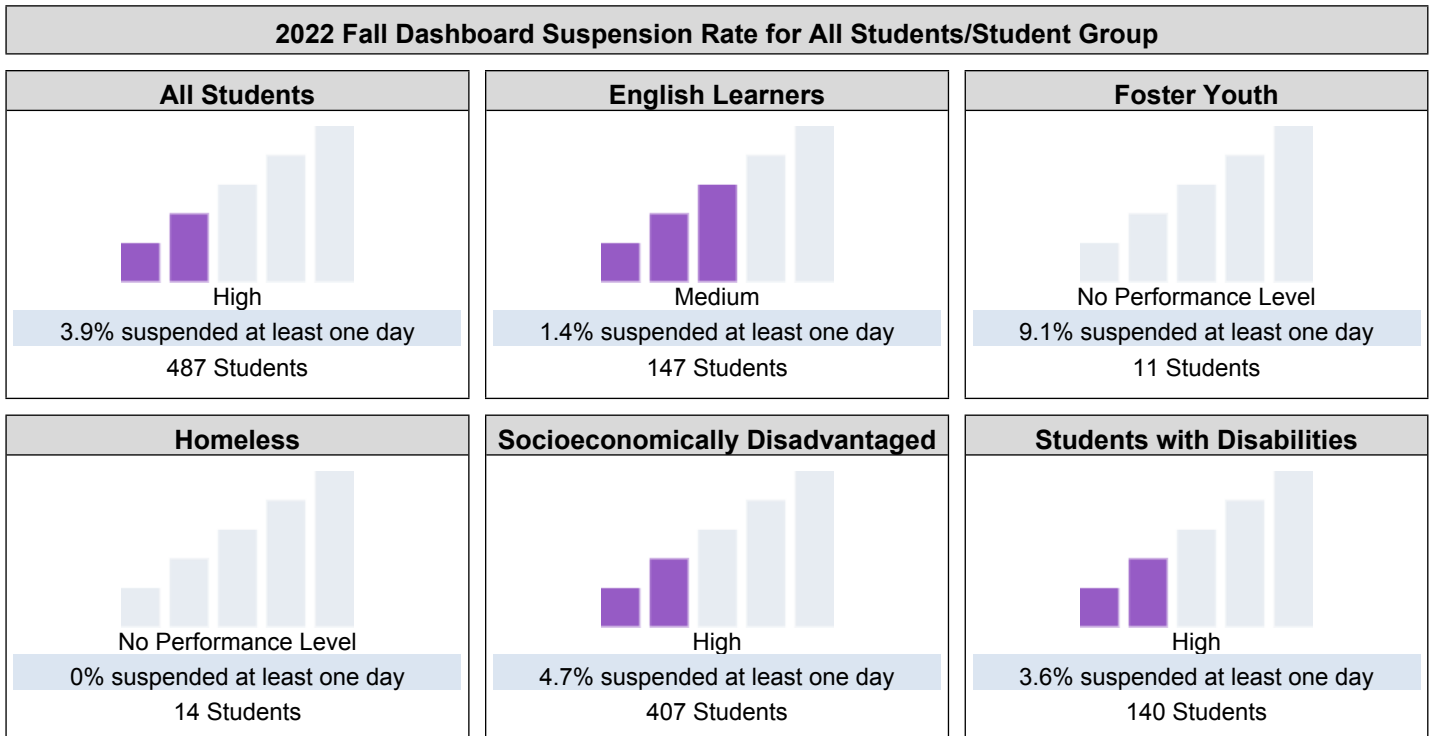
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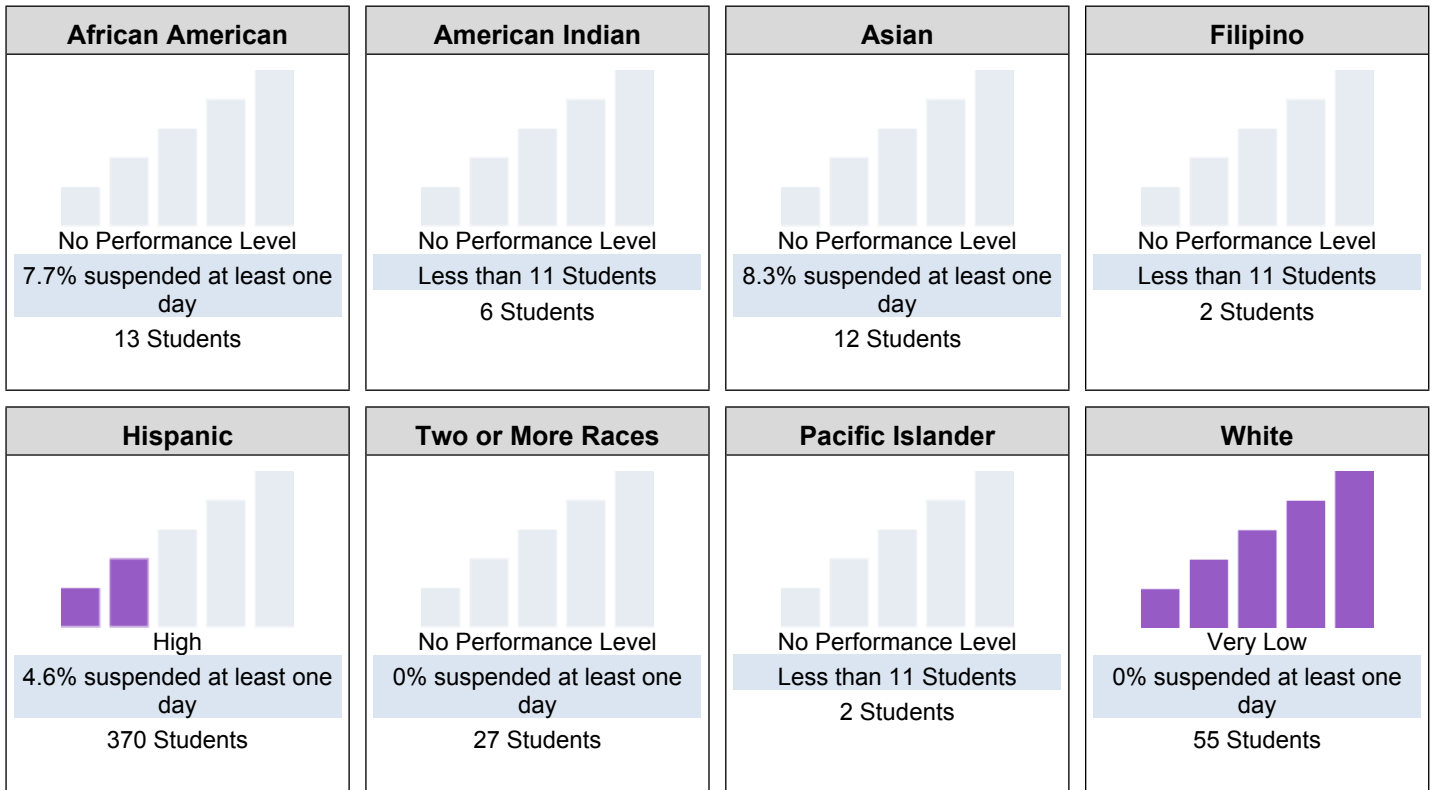
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Suspension rates were elevated during the 2021-22 school year as there was a 3.9% suspension rate. The return to school after the pandemic required additional teaching of replacement behaviors. This number should decrease during 2022-23 as there are fewer instances that require a suspension.
2. The highest suspension rates are the Hispanic subgroup with 4.6% suspended.
3. Zero percent of White students were suspended during the year.

# 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 VAPA (Visual and Performing Arts).	During 2022-23 75.6% of 1st-6th graders indicated that they participated in activities during recess.	By May 2024, increase the percentage of students who indicated that they participated in activities during recess (Such as the Let's Get Moovin' Program) from 75.6% to
Number of students who participate in band instruction.	During 2022-23 84 students participated in band instruction.	By May 2024 increase the number of students who participate in band by at least 5% (87 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 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 demonstrate during college and/or career. Funds will also be utilized to create, and organize workshops that promote college or career options including Sports programs, the arts, as well as enrichment nights. Funds may also be used in order to bring in guest speakers for college week or to attend college or career-related field trips.

### 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)
35100	Supplemental/Concentration
10558	Title I Part A: Parent Involvement

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

This year Freeman expanded the enrichment programs in collaboration with the Yolo Arts Council, and the Let's Get Moovin sports program. Enrichment programs also included a dance academy, soccer club, and chess club. Because of the high interest in arts education, the Yolo Arts Council added another day of instruction to the week. The Let's Get Moovin' program continues to be a program of choice for students. Moving forward we would like to focus on maintaining these opportunities for Freeman's students.

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

Our band participation declined from 96 students to 84 students. Freeman will also expand the opportunities students have to participate in extra curricular activities.

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 there was a tremendous decline in students who are victims of bullying behaviors. During 2021-22 53.1% of students indicated that they had been a victim of bullying. During 2022-23 only 14.7% indicated that they had been a victim of bullying behaviors. This is a sharp decline. 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 careers. While there are several core competencies that WJUSD students should possess upon graduating as indicated in the WJUSD graduate profile, it is of the utmost importance that students understand that their social development will assist them in achieving future success. Freeman will 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 together with the Second Step Program will help decrease instances of negative behaviors. Furthermore,

participation in the arts such as band, visual art, and sports programs can lead to increased engagement. Students felt that our 6th-grade class is setting a positive tone for the entire school. Also, new this year was the formation of the Positive Behavior Intervention and Supports (PBIS) team which met monthly to review data and ensure that a three-tiered approach was well-established.

# 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 continue with the PLC/Rtl program. From the teacher survey, it was also determined that a focus on the Read Naturally reading program would increase student achievement. Instructional rounds would help teachers align the Read Naturally program so that it is taught in every classroom. ELAC (English Learner Advisory Committee) families also indicated that a strong focus on decreasing Chronic Absenteeism rates would lead to the increased achievement of students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA (English Language Arts).	In ELA student performance level is low	By May 2024 Freeman will improve to yellow or medium performance level
Performance level on ELA (English Language Arts).	In Math student performance level is low	By May 2024 Freeman will improve to yellow or medium performance level
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts (ELA)	In ELA 35% of students were classified as meeting or exceeding standards.	By May 2024 Freeman will move up to 36% meeting or exceeding standards.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	In Math 25% of students were classified as meeting or exceeding standards.	By May 2024 Freeman will increase up to 27% meeting or exceeding standards.
Percentage of White students who are chronically absent.	42.3% of students are White students are Chronically Absent.	By May 2024 the percentage of White students who are Chronically Absent will decrease from 42.3% to 40.3%.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student sense of safety and school connectedness	76% of fifth-grade students selected "Yes most of the time to their sense of safety.	Increase students' sense of safety from 76% to 78%.
Suspension rate	The suspension rate is 3.9%.	By May 2024 decrease/maintain the suspension rate to less than 3%
Parent/family satisfaction on Healthy Kids Survey, on key indicators	73% of parents indicated that the school motivates students to learn.	83% of parents will indicate that the school motivates students to learn.
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	50% of students had reached typical growth targets in reading by April 2023 and in math, 44% of students had met their typical growth targets	By April 2024 students will increase their Growth targets by 5% (ELA=53% and in Math=46%)
Results on ELPAC test	64.7% are making progress on ELPI Levels	Increase the percentage of students making progress towards English language proficiency to 66%.
Number of grade levels who completed at least 10 SMART goals using the Cycle of Inquiry.	5 out of 7 grade levels completed at least 10 SMART goals with at least 80% of their students demonstrating mastery on enduring standards.	Increase the number of grade levels that complete at least 10 SMART goals with at least 80% of their students demonstrating mastery of enduring standards to 7 out of 7 grade levels.
Increase the number of teachers who use Read Naturally with fidelity.	40% of 2nd-6th grade teachers indicated that they use ALL components of the Read Naturally program.	Increase this number of 2nd-6th grade teachers who use the Read Naturally reading program with fidelity to 100%.
Decrease the percentage of White students who are Chronically Absent.	The White subgroup's chronically absent rate is 42.3% (52 students).	Decrease the number of White students who are Chronically Absent from 42.3% to 41% by May 2024.

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 Response to Intervention (RTI) that hones in on 1st-best instruction. Teacher team meetings will be scheduled and notes will be taken during the meeting. Also, teachers will create common formative assessments, and use results from the CFAs to reflect on the impact of instruction as well as create intervention groups, including the development of rubrics to effectively gauge implementation progress outputs.
- 2.) 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.
- 3.) 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.
- 4.) At least 10 SMART goals will be successfully completed by each grade level per year.
- 5.) Funds will also be spent on materials and supplies including supplemental programs to help with reducing disruptive behaviors to achieve the desired outcome.
- 6.) Funds will also be utilized to provide attendance incentives for students who have good attendance but also students who have most improved attendance. Freeman will also monitor attendance from the beginning of the year.

### 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)
23559	Supplemental/Concentration
66826	Title I Part A: Basic Grants Low-Income and Neglected

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

When looking at data since Freeman began PLCs, Freeman is experiencing an upward trend in both reading and math achievement. During i-ready examinations, there was a 3.3% increase in math in grades 3rd-6th during the Spring of 2023. In ELA in grades K-2nd there was a 9.1% increase in i-ready examinations when compared to the previous year. Freeman continues to utilize the PLC framework. Also, we believe that a continued focus on the Read Naturally program and on providing professional development to our Paraprofessionals will help student learning

especially with phonics, vocabulary, fluency, and comprehension. Also on the Healthy Kids Survey, there was an increase of students being more connected to school from 64% to 76%.

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

Backwards Mapping of standards was a major difference during the 2022-23 year. Teachers felt that Backwards Mapping the enduring standards helped increased math achievement as measured by i-ready (3.3% point increase on i-ready in grades 3rd-6th). Our CAASSP ELA assessments did indicate an increase to reading achievement and we should continue to build upon that growth.

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:

- At least 10 Specific Measurable Attainable, Relevant, Timely (SMART) goals must be successfully completed by each grade level.
- Maintain the number of staff members who can assist with the reteach/accelerate groups in order to create smaller groupings. Include the paraprofessionals in learning walks as we give each other feedback.
- i-Ready data, interim SBAC data, and SBAC data will be triangulated in order to determine if our goals are being met.

# 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

Although our reclassification rates are very high, the i-Ready English Learner data has identified students who may have gaps in their learning especially at the 4th, 5th, and 6th grades. Instructional rounds will be utilized to identify EL students and their participation in the Read Naturally program as well as their involvement with English Learner strategies.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	18% of English Learner Students were reclassified during the 2022-2023 school year. (District Average is at 5%)	By 2024 10% of EL students will be reclassified.
English Learner Progress Indicator (ELPI)	64.3% are making English Learner progress.	Increase the number of students who are making progress on the English Learner Progress Indicator to 66%
Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)	50% are making typical growth in I-ready ELA. 44% are making typical growth in i-ready for Math.	By March of 2024, English Learners making typical growth will increase to 52% in reading and 46% in math as measured by the end of the year I-ready examination.

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

Site discretionary funds are allocated to providing instructional rounds where the focus will be on ELs. Funds will be used to purchase substitutes for teachers to perform walkthroughs in classes where ELs are identified.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## Annual Review

### **SPSA Year Reviewed: 2022-23**

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

### **ANALYSIS**

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

I-ready small group lessons were used with English Learners along with other useful tools to assist in building students' literacy skills. ELs participated in the Response to Intervention (RtI) Process and teachers also were trained on the Read Naturally curriculum. Teachers also developed professional development training videos to assist new teachers as well as lead current teachers in trainings. Some of the trainings consist of strategies for English Learners.

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

Although Freeman used the Read Naturally program in the intermediate grades, some grades were not using the audio files. The audio files are important for English Learners as they listen to the pronunciation of words as well as receive a review of the vocabulary.

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.

Funds are allocated so that instructional rounds are conducted. Teachers will participate in lesson study and provide each other feedback with a focus on English Learner 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

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

Creating more leadership opportunities for Freeman students is an area of continued focus.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students who attend Boosters, ELAC, and School Site Council meetings.	Establish a Baseline during 2023-24.	A baseline will be established.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys.	258 students completed the student survey.	Maintain or increase the number of student respondents.
Increase the number of students who participate in Youth Advisory Council.	15 students participated in Youth Advisory Council.	Increase the participation to 17 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

Freeman's Youth Advisory Council (YAC) meets periodically throughout the year and reviews and interprets data, and makes decisions that are in the best interest of the school and community. Students who are not part of YAC know that these students represent them so they should inform a YAC representative of any issues that may arise. One service project that YAC identified as a need is the need to beautify the school. They conducted walkthrough inspections throughout the school and identified areas of need. YAC also identifies activities such as spirit days and they also

make presentations to Freeman's School Site Council and or Boosters when needed. This past year YAC even requested funding at a Boosters meeting and the request was approved. Focusing on providing more pathways for youth to meaningfully engage in their own school will lead to more engaged students. Funds will be used to pay staff to increase leadership opportunities for students.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

500

Supplemental/Concentration

## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

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

### **ANALYSIS**

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

During 2021-22 Freeman staff created a Youth Advisory Council leadership team at Freeman.

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

This year a student council was formed that included 15 participants. They led the school in promoting school spirit, assisted in creating a welcoming environment and provided feedback regarding this SPSA as well as spearheaded the distribution of Freeman's Enrichment funds. Students also conducted events that focused on increasing school pride. Youth Advisory Council also provided school tours for new students thus setting a positive first experience at the site.

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.

While some students attended Booster's meetings, and School Site Council meetings, Freeman will set a goal to increase participation of these 2 leadership opportunities. Freeman students will also attend ELAC meetings. A baseline will be established during 2023-24.

# 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	\$77384
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$136,543.00

## 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	\$66,826.00
Title I Part A: Parent Involvement	\$10,558.00

Subtotal of additional federal funds included for this school: \$77,384.00

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	\$59,159.00

Subtotal of state or local funds included for this school: \$59,159.00

Total of federal, state, and/or local funds for this school: \$136,543.00



# 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
Kim Oliver	Other School Staff
Virydiana Monteleone	Parent or Community Member
Sandra Garibaldo	Parent or Community Member
Genevieve Russo	Parent or Community Member
Kira Buggs	Parent or Community Member
Marta Neilson	Classroom Teacher
Martha Lopez	Classroom Teacher
Marisol Pickett	Classroom Teacher
Priscilla Marine	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/16/23.

Attested:



Principal, Eduardo Gonzalez on 4/16/23



SSC Chairperson, Virydiana Monteleone on 4/16/23