School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Freeman Elementary School	57727100000000	4/9/24	5/23/24

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in

support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

> Schoolwide Program
> Additional Targeted Support and Improvement
Suspensions of the White subgroup.

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

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Plan Description

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

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

> Schoolwide Program
> Additional Targeted Support and Improvement

Suspensions of the White subgroup.

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

- A comprehensive needs assessment was conducted that includes information on students' academic achievement 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 community partners and surveys. The community partners involved include the English Learner Advisory Committee (ELAC), the School Site Council (SSC), the teachers, students, the site, and the district office administration. The process involved analyzing various data points from the California Dashboard and local site-level indicators. Partners 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 the need to focus on the achievement of Students With Disabilities (SWDs). Our Chronic Absenteeism rate was 33.3%, indicating that nearly a third of Freeman's students were absent more than 18 days of school. This is a substantial decrease from the previous year of 44.7%. School attendance is trending in a more positive direction.

- 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, as well as strategies that address the needs of all students in the school, particularly those 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 the community(including the principal and other school leaders, teachers, students, 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 the implementation of its ATSI plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 educational partner groups at Freeman, including the 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 achievement, attendance, reclassification rates, suspension rates, i-ready data, and progress towards Specific Measurable Attainable, Relevant, and Timely (SMART) goal completion. A focus on assisting in increasing the achievement of students with disabilities was a topic of discussion. 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 with Freeman's Youth Advisory Council that identified strengths and areas of focus of the school. Student focus groups were created, with a balanced representation of student groups. Eighteen students participated in the focus groups and 245 (58%) student surveys were completed.

STUDENT INPUT
Freeman's Youth Advisory Council (YAC) participated in a focus group in order to help identify areas of need. After reviewing data that included a bullying report conducted by the Sacramento County Office of Education students had concerns about social media safety. They indicated that it is difficult for staff to be aware when there is cyberbullying or bullying via cell phones occurring, and staff is not made aware of such incidents. Students stressed the importance of addressing this growing concern. During the School Plan for Student Achievement (SPSA) development, Freeman's Youth Advisory Council met on January 16, 2024, and identified that a focus on curbing social media bullying would help students concentrate on their studies. Furthermore, from the focus groups, students indicated that this can help improve attendance, which in turn helps learning. Students also indicated that incentives for attendance can help. Some students are absent because they do not want to confront the issues that occurred on social media sites the night before. Because of the student input, Freeman will incorporate more digital citizenship lessons involving appropriate cell phone usage and continue to have students report through Freeman's webpage when there is an issue. The digital citizenship lessons will be added to Freeman's pacing guide of SEL lessons, and more promotion of anonymous reporting through Freeman's webpage will be provided. Students also strongly asserted that they would like to see the Let's Get Moovin' program at Freeman.

A teacher survey was conducted in the Spring of 2024 to gather input from teachers. According to the teacher survey that was conducted, we need to keep the focus on backward mapping. A teacher noted, "It is powerful. Knowing what essential standards students need to master is what drives our instruction. Teaching is more effective and learning is more effective. Objectives are met, and when they are not, we can see clearly what needs to be done so that we can make changes/adjust lessons, reteach groups, etc." The Read Naturally curriculum is important as it measures students' fluency, teaches vocabulary and comprehension, and provides general knowledge about various topics ranging from Science to Social Studies. The guiding coalition will meet to establish more guidelines regarding clarity regarding when to move students up a reading level to have more consistent schoolwide practices. In addition teachers also expressed the need to have a Google folder with all of the reteach/accelerated resources so that staff may use some of those resources. With many new teachers during 2023-24 it is important that we have consistent practices from grade level to grade level.

School Site Council conducted their needs assessment and concluded that having a multisensory approach to the lesson delivery, additional tutoring/time, and ensuring that there is enough paraprofessional support would be helpful in increasing the achievement of students with disabilities. The teacher survey also revealed the need to carefully select when SWD are pulled from class so they do not miss core instruction. SWDs should not miss core instruction time. Rather, focusing on developing more support with the core instruction is necessary. SSC reviewed the plan on February 28, 2024, offered recommendations, and after considering recommendations from all groups /approved the SPSA on April 15, 2024. ELAC families assisted in designing the survey that was distributed to Freeman families. They agreed that we should have more parent nights to educate parents about the hidden dangers of social media and even suggested having a parent night dealing with cyberbullying. ELAC reviewed the plan and approved it on April 11, 2024.

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 partners placed their ideas on virtual post-it notes and then the notes were placed together by commonalities using the Jamboard tool. Next, partners were asked to identify possible solutions to the root causes. Those commonalities were placed into this SPSA.   During 2023-24 Freeman's main focus was to build on the previous year's successes. Reports from NWEA indicated that there was a 14% point decrease in math and a 6% decrease in reading would occur due to the effects of remote learning.   Freeman surpassed the prepandemic achievement during the 2022-23 school year, so the pandemic's effects have been eradicated.

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, in which SMART goals were implemented.   During 2023-24 PLC implementation continues as we set a goal of each grade level successfully completing at least 10 SMART Goals.

During the 2023-24 school year, the needs assessment process, focus groups, and surveys that were conducted also identified the need to continue with PLCs, Read Naturally, small-group interventions and partnerships with the Let's Get Moovin program from Sacramento.   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.
 This section is required for all schools eligible for ATSI and CSI.

Freeman reviewed both staffing and financial resources, and did not identify any inequities.

Comprehensive Needs Assessment Components

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

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

Suspensions and EL Progress   SWD 73.5 points below standard in ELA and 95.9% points below standard in math.

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

Students with Disabilities in Reading and Math.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	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
Total Enrollment				461	451	442

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
Grade3	61	64	49
Grade 4	79	62	66
Grade 5	76	80	61
Grade 6	69	77	82
Total Enrollment	461	451	442

Conclusions based on this data:

1. The percentage of students who identify as Hispanic has declined over the past 2 years.

2. There was a 1.3% decline in White student enrollment.

3. For the second straight year, enrollment declined. This may be attributed to the combination class that was promoted from 6th grade.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	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%		18%

Conclusions based on this data:

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

2. There has been a decline in the number of students classified as fluent English proficient because there are fewer English learners.

3. The percentage of students who were reclassified is on the rise. The district and school staff have focused on EL strategies.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	51	57	48	0	54	45	0	54	45	0.0	94.7	93.8
Grade 4	74	46	60	0	45	60	0	44	60	0.0	97.8	100.0
Grade 5	71	80	50	0	80	49	0	80	49	0.0	100.0	98.0
Grade 6	63	77	79	0	73	77	0	73	77	0.0	94.8	97.5
All Grades	259	260	237	0	252	231	0	251	231	0.0	96.9	97.5

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2398.	2422.		9.26	24.44		24.07	31.11		33.33	22.22		33.33	22.22
Grade 4		2414.	2409.		11.36	3.33		18.18	15.00		22.73	31.67		47.73	50.00
Grade 5		2450.	2471.		6.25	14.29		26.25	22.45		20.00	30.61		47.50	32.65
Grade 6		2517.	2512.		13.70	11.69		30.14	29.87		30.14	25.97		26.03	32.47
All Grades	N/A	N/A	N/A		9.96	12.55		25.50	24.68		26.29	27.71		38.25	35.06

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

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		5.56	6.67		64.81	77.78		29.63	15.56
Grade 4		11.36	6.67		61.36	53.33		27.27	40.00
Grade 5		10.00	16.33		53.75	63.27		36.25	20.41
Grade 6		15.07	10.39		54.79	55.84		30.14	33.77
All Grades		10.76	9.96		57.77	61.04		31.47	29.00

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Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		1.85	15.56		68.52	64.44		29.63	20.00
Grade 4		4.55	0.00		45.45	55.93		50.00	44.07
Grade 5		8.75	12.24		51.25	46.94		40.00	40.82
Grade 6		15.07	14.29		58.90	46.75		26.03	38.96
All Grades		8.37	10.43		56.18	52.61		35.46	36.96

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Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		11.11	6.67		77.78	73.33		11.11	20.00
Grade 4		6.82	11.67		68.18	68.33		25.00	20.00
Grade 5		6.25	6.12		81.25	73.47		12.50	20.41
Grade 6		17.81	16.88		71.23	63.64		10.96	19.48
All Grades		10.76	11.26		75.30	68.83		13.94	19.91

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Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		9.26	17.78		66.67	62.22		24.07	20.00
Grade 4		6.82	3.33		63.64	76.67		29.55	20.00
Grade 5		8.75	18.37		56.25	57.14		35.00	24.49
Grade 6		23.29	12.99		64.38	68.83		12.33	18.18
All Grades		12.75	12.55		62.15	67.10		25.10	20.35

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Conclusions based on this data:

1. Schoolwide, 37% of students met or exceeded the standard on overall ELA achievement on the Spring 2023 CAASPP. (California Assessment of Student Performance and Progress).

2. All grades increased their scaled score except 4th grade. This may be attributed to the focus on PLCs.

3. The third grade increased by 14 percentage points in writing in one year. This may be attributed to their strong writing focus. This year, teachers received training on writing instruction using the Step-Up-To-Writing curriculum.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	51	57	48	0	53	45	0	53	45	0.0	93.0	93.8
Grade 4	74	46	60	0	45	59	0	45	59	0.0	97.8	98.3
Grade 5	71	80	50	0	80	49	0	79	49	0.0	100.0	98.0
Grade 6	63	77	79	0	75	78	0	75	78	0.0	97.4	98.7
All Grades	259	260	237	0	253	231	0	252	231	0.0	97.3	97.5

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2407.	2442.		3.77	24.44		32.08	24.44		35.85	35.56		28.30	15.56
Grade 4		2451.	2432.		11.11	1.69		28.89	18.64		26.67	44.07		33.33	35.59
Grade 5		2456.	2469.		5.06	10.20		16.46	16.33		30.38	32.65		48.10	40.82
Grade 6		2483.	2503.		6.67	14.10		10.67	17.95		37.33	32.05		45.33	35.90
All Grades	N/A	N/A	N/A		6.35	12.12		20.24	19.05		32.94	35.93		40.48	32.90

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Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.98	37.78		49.06	46.67		33.96	15.56
Grade 4		28.89	6.78		37.78	61.02		33.33	32.20
Grade 5		7.59	16.33		48.10	46.94		44.30	36.73
Grade 6		10.67	19.23		50.67	43.59		38.67	37.18
All Grades		14.29	19.05		47.22	49.35		38.49	31.60

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.66	24.44		58.49	55.56		35.85	20.00
Grade 4		13.33	5.08		53.33	49.15		33.33	45.76
Grade 5		3.80	10.20		53.16	48.98		43.04	40.82
Grade 6		4.00	7.69		58.67	51.28		37.33	41.03
All Grades		5.95	10.82		55.95	51.08		38.10	38.10

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

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	22.22		64.15	62.22		28.30	15.56
Grade 4		6.67	1.69		57.78	64.41		35.56	33.90
Grade 5		5.06	8.16		51.90	61.22		43.04	30.61
Grade 6		9.33	7.69		48.00	66.67		42.67	25.64
All Grades		7.14	9.09		54.37	64.07		38.49	26.84

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Conclusions based on this data:

1. Overall, 31% of students are meeting or exceeding academic standards in math, a 5% point increase.

2. The overall scaled score increased at all grade levels except 4th grade, which may be due to the backward mapping.

3. There was a 5% increase in problem solving and concepts and procedures.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

<table>
<tr><th colspan="13">ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students</th></tr>
<tr><th rowspan="2">Grade Level</th><th colspan="3">Overall</th><th colspan="3">Oral Language</th><th colspan="3">Written Language</th><th colspan="3">Number of Students Tested</th></tr>
<tr><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22</th><th>22-23</th></tr>
<tr><td>K</td><td>1363.4</td><td>1361.9</td><td>1414.1</td><td>1373.4</td><td>1373.3</td><td>1412.8</td><td>1340.1</td><td>1334.8</td><td>1416.6</td><td>27</td><td>15</td><td>17</td></tr>
<tr><td>1</td><td>1355.7</td><td>1416.3</td><td>1414.3</td><td>1391.0</td><td>1438.6</td><td>1442.7</td><td>1319.8</td><td>1393.5</td><td>1385.5</td><td>22</td><td>21</td><td>15</td></tr>
<tr><td>2</td><td>1339.9</td><td>1454.2</td><td>1454.2</td><td>1360.1</td><td>1474.4</td><td>1460.8</td><td>1319.4</td><td>1433.2</td><td>1447.3</td><td>13</td><td>19</td><td>21</td></tr>
<tr><td>3</td><td>1370.9</td><td>1498.5</td><td>1498.6</td><td>1366.0</td><td>1512.9</td><td>1508.2</td><td>1375.4</td><td>1483.4</td><td>1488.8</td><td>22</td><td>11</td><td>19</td></tr>
<tr><td>4</td><td>1437.4</td><td>1519.8</td><td>1517.4</td><td>1441.9</td><td>1540.1</td><td>1521.8</td><td>1432.5</td><td>1498.8</td><td>1512.5</td><td>24</td><td>12</td><td>13</td></tr>
<tr><td>5</td><td>1443.0</td><td>1524.4</td><td>*</td><td>1436.3</td><td>1529.3</td><td>*</td><td>1449.3</td><td>1519.0</td><td>*</td><td>23</td><td>18</td><td>9</td></tr>
<tr><td>6</td><td>1498.1</td><td>1548.5</td><td>1525.3</td><td>1502.7</td><td>1557.0</td><td>1534.3</td><td>1492.8</td><td>1539.7</td><td>1515.8</td><td>18</td><td>20</td><td>16</td></tr>
<tr><td>All Grades</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>149</td><td>116</td><td>110</td></tr>
</table>

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<table>
<tr><th colspan="14">Overall Language
Percentage of Students at Each Performance Level for All Students</th></tr>
<tr><th rowspan="2">Grade Level</th><th colspan="3">Level 4</th><th colspan="3">Level 3</th><th colspan="3">Level 2</th><th colspan="3">Level 1</th><th colspan="2">Total Number of Students</th></tr>
<tr><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22 22-23</th></tr>
<tr><td>K</td><td>0.00</td><td>0.00</td><td>11.76</td><td>40.74</td><td>13.33</td><td>58.82</td><td>29.63</td><td>46.67</td><td>17.65</td><td>29.63</td><td>40.00</td><td>11.76</td><td>27</td><td>15 17</td></tr>
<tr><td>1</td><td>0.00</td><td>0.00</td><td>0.00</td><td>9.09</td><td>14.29</td><td>13.33</td><td>40.91</td><td>33.33</td><td>53.33</td><td>50.00</td><td>52.38</td><td>33.33</td><td>22</td><td>21 15</td></tr>
<tr><td>2</td><td>0.00</td><td>5.26</td><td>0.00</td><td>15.38</td><td>31.58</td><td>14.29</td><td>30.77</td><td>52.63</td><td>80.95</td><td>53.85</td><td>10.53</td><td>4.76</td><td>13</td><td>19 21</td></tr>
<tr><td>3</td><td>4.55</td><td>9.09</td><td>21.05</td><td>4.55</td><td>54.55</td><td>36.84</td><td>40.91</td><td>36.36</td><td>31.58</td><td>50.00</td><td>0.00</td><td>10.53</td><td>22</td><td>11 19</td></tr>
<tr><td>4</td><td>4.17</td><td>25.00</td><td>23.08</td><td>12.50</td><td>50.00</td><td>53.85</td><td>54.17</td><td>8.33</td><td>15.38</td><td>29.17</td><td>16.67</td><td>7.69</td><td>24</td><td>12 13</td></tr>
<tr><td>5</td><td>4.35</td><td>16.67</td><td>*</td><td>26.09</td><td>44.44</td><td>*</td><td>34.78</td><td>33.33</td><td>*</td><td>34.78</td><td>5.56</td><td>*</td><td>23</td><td>18 *</td></tr>
<tr><td>6</td><td>5.56</td><td>35.00</td><td>6.25</td><td>27.78</td><td>40.00</td><td>62.50</td><td>44.44</td><td>15.00</td><td>18.75</td><td>22.22</td><td>10.00</td><td>12.50</td><td>18</td><td>20 16</td></tr>
<tr><td>All Grades</td><td>2.68</td><td>12.93</td><td>11.82</td><td>20.13</td><td>33.62</td><td>37.27</td><td>39.60</td><td>32.76</td><td>36.36</td><td>37.58</td><td>20.69</td><td>14.55</td><td>149</td><td>116 110</td></tr>
</table>

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Grade Level	Oral Language — Percentage of Students at Each Performance Level for All Students														
	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
K	0.00	13.33	17.65	48.15	0.00	52.94	25.93	46.67	11.76	25.93	40.00	17.65	27	15	17
1	13.64	0.00	6.67	9.09	33.33	26.67	36.36	61.90	53.33	40.91	4.76	13.33	22	21	15
2	7.69	26.32	0.00	23.08	36.84	52.38	23.08	31.58	47.62	46.15	5.26	0.00	13	19	21
3	4.55	36.36	42.11	18.18	63.64	42.11	27.27	0.00	5.26	50.00	0.00	10.53	22	11	19
4	12.50	58.33	69.23	37.50	25.00	15.38	33.33	8.33	7.69	16.67	8.33	7.69	24	12	13
5	13.04	44.44	*	43.48	50.00	*	26.09	0.00	*	17.39	5.56	*	23	18	*
6	16.67	55.00	56.25	38.89	30.00	25.00	33.33	5.00	6.25	11.11	10.00	12.50	18	20	16
All Grades	9.40	31.90	30.00	32.21	33.62	38.18	29.53	24.14	21.82	28.86	10.34	10.00	149	116	110

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Grade Level	Written Language — Percentage of Students at Each Performance Level for All Students														
	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
K	0.00	0.00	11.76	25.93	6.67	23.53	33.33	60.00	47.06	40.74	33.33	17.65	27	15	17
1	0.00	0.00	0.00	0.00	14.29	6.67	9.09	4.76	13.33	90.91	80.95	80.00	22	21	15
2	0.00	0.00	0.00	0.00	21.05	19.05	30.77	26.32	33.33	69.23	52.63	47.62	13	19	21
3	0.00	0.00	5.26	4.55	27.27	31.58	27.27	45.45	31.58	68.18	27.27	31.58	22	11	19
4	4.17	0.00	7.69	0.00	33.33	30.77	20.83	41.67	30.77	75.00	25.00	30.77	24	12	13
5	8.70	5.56	*	4.35	27.78	*	43.48	44.44	*	43.48	22.22	*	23	18	*
6	0.00	10.00	6.25	5.56	30.00	6.25	44.44	50.00	62.50	50.00	10.00	25.00	18	20	16
All Grades	2.01	2.59	5.45	6.71	22.41	20.00	29.53	37.07	36.36	61.74	37.93	38.18	149	116	110

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	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	23.53	74.07	60.00	52.94	25.93	40.00	23.53	27	15	17
1	22.73	19.05	20.00	31.82	61.90	73.33	45.45	19.05	6.67	22	21	15
2	7.69	15.79	0.00	30.77	78.95	90.48	61.54	5.26	9.52	13	19	21
3	9.09	27.27	21.05	45.45	72.73	63.16	45.45	0.00	15.79	22	11	19
4	20.83	58.33	38.46	45.83	33.33	53.85	33.33	8.33	7.69	24	12	13
5	17.39	11.11	*	60.87	83.33	*	21.74	5.56	*	23	18	*
6	16.67	15.00	12.50	50.00	75.00	75.00	33.33	10.00	12.50	18	20	16
All Grades	13.42	18.97	18.18	50.34	68.10	68.18	36.24	12.93	13.64	149	116	110

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	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.41	20.00	11.76	66.67	33.33	76.47	25.93	46.67	11.76	27	15	17
1	4.55	0.00	6.67	72.73	80.95	73.33	22.73	19.05	20.00	22	21	15
2	15.38	15.79	4.76	53.85	78.95	90.48	30.77	5.26	4.76	13	19	21
3	4.55	72.73	63.16	54.55	27.27	31.58	40.91	0.00	5.26	22	11	19
4	20.83	58.33	69.23	66.67	33.33	23.08	12.50	8.33	7.69	24	12	13
5	30.43	83.33	*	39.13	11.11	*	30.43	5.56	*	23	18	*
6	33.33	85.00	81.25	66.67	5.00	12.50	0.00	10.00	6.25	18	20	16
All Grades	16.11	45.69	39.09	60.40	40.52	51.82	23.49	13.79	9.09	149	116	110

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Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.41	0.00	11.76	70.37	73.33	76.47	22.22	26.67	11.76	27	15	17
1	0.00	0.00	6.67	9.09	14.29	6.67	90.91	85.71	86.67	22	21	15
2	0.00	0.00	4.76	23.08	68.42	42.86	76.92	31.58	52.38	13	19	21
3	0.00	0.00	5.26	18.18	63.64	36.84	81.82	36.36	57.89	22	11	19
4	4.17	0.00	7.69	20.83	66.67	69.23	75.00	33.33	23.08	24	12	13
5	8.70	5.56	*	39.13	55.56	*	52.17	38.89	*	23	18	*
6	0.00	15.00	6.25	16.67	50.00	37.50	83.33	35.00	56.25	18	20	16
All Grades	3.36	3.45	9.09	30.20	53.45	42.73	66.44	43.10	48.18	149	116	110

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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
K	3.70	0.00	41.18	48.15	40.00	47.06	48.15	60.00	11.76	27	15	17
1	0.00	0.00	0.00	36.36	66.67	66.67	63.64	33.33	33.33	22	21	15
2	0.00	15.79	4.76	46.15	31.58	71.43	53.85	52.63	23.81	13	19	21
3	0.00	9.09	26.32	40.91	90.91	57.89	59.09	0.00	15.79	22	11	19
4	4.17	0.00	38.46	54.17	75.00	46.15	41.67	25.00	15.38	24	12	13
5	4.35	27.78	*	60.87	61.11	*	34.78	11.11	*	23	18	*
6	11.11	10.00	12.50	77.78	80.00	75.00	11.11	10.00	12.50	18	20	16
All Grades	3.36	9.48	19.09	51.68	62.07	60.91	44.97	28.45	20.00	149	116	110

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

Conclusions based on this data:

1. Most grade levels increased their overall ELPAC scores during the past 2 years. This may be partly due 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 of the Step Up to Writing Curriculum.

3. The percentage of students who are well developed increased from 3.36 to 19.09 in 2 years.

School and Student Performance Data

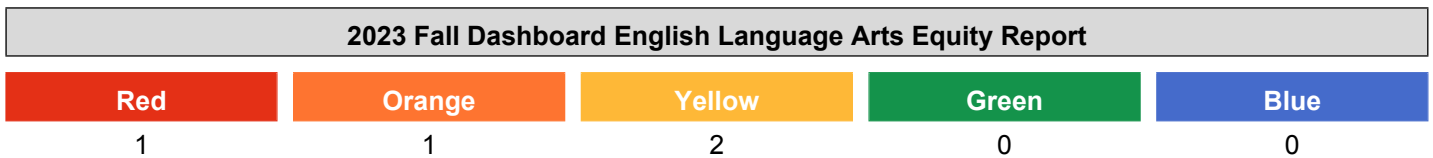## California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
442	**87.1**	**26.9**	**2**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	119	26.9
Foster Youth	9	2
Homeless	5	1.1
Socioeconomically Disadvantaged	385	87.1
Students with Disabilities	127	28.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	2.3
American Indian	4	0.9
Asian	13	2.9
Filipino	2	0.5
Hispanic	331	74.9
Two or More Races	17	3.8
Pacific Islander	1	0.2
White	50	11.3

Conclusions based on this data:

1. 87.1% of students are economically disadvantaged. Ensuring that these students master key concepts is crucial to their learning.

2. 28.7% of Freeman students have a disability. This requires providing students with more time to learn the material or presenting the material using a multifaceted approach (Visuals, kinesthetic, etc.).

3. Five students are homeless. Allocating more support for these students will help address their needs. The social worker and staff will monitor and provide assistance as needed.

School and Student Performance Data

Overall Performance

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Freeman must work to increase the overall performance from Yellow to Green in math and reading.

2. 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 away from school, their absence logically impedes learning.

3. Freeman's English Learner Progress is Orange. This is due to the decline of ELPI levels in students.

School and Student Performance Data

Academic Performance
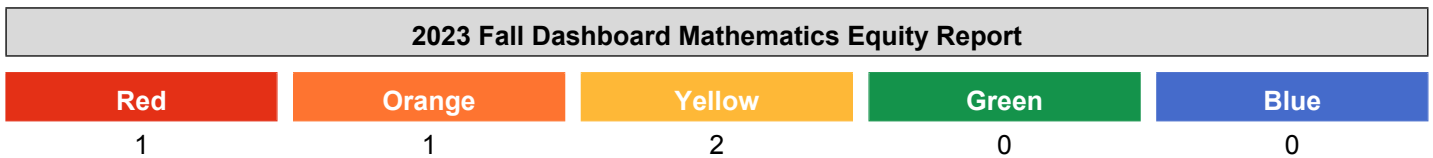### English Language Arts

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
24.8 points below standard	51.6 points below standard	
Increased +9.5 points	Decreased -9.3 points	2 Students
246 Students	79 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Red
	26.9 points below standard	73.5 points below standard
4 Students	Increased +7.5 points	Maintained +2.4 points
	211 Students	71 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 3 Students	Less than 11 Students 8 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 28.2 points below standard Increased +5.9 points 185 Students	Less than 11 Students 7 Students	No Performance Color 0 Students	6.8 points above standard Increased +11 points 29 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
99.2 points below standard Decreased -9.5 points 44 Students	1.2 points below standard Decreased -13.4 points 36 Students	19.3 points below standard Increased Significantly +17.7 points 134 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students are 26.9 points below standard.

2. Students With Disabilities are 73.5 points below standard. The need to have a stronger focus on the Universal Design for Learning is paramount.

3. Reclassified ELs are 1.2 points above standard.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report					
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
37.8 points below standard	59.9 points below standard	
Increased +12.5 points	Maintained 0 points	2 Students
245 Students	79 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Red
	42.8 points below standard	95.9 points below standard
4 Students	Increased +8.6 points	Decreased -5.8 points
	211 Students	71 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
4 Students	3 Students	8 Students	2 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	7.2 points below standard
42.2 points below standard	7 Students	0 Students	Increased Significantly +21.3 points
Increased +11.8 points			29 Students
184 Students			

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.8 points below standard	21.5 points below standard	31.7 points below standard
Decreased -3.7 points	Maintained -0.9 points	Increased Significantly +16.5 points
44 Students	36 Students	133 Students

Conclusions based on this data:

1. In math, Freeman is yellow. To increase this color to green, Freeman staff must monitor data through frequent Common Formative Assessments (CFA) and daily checking for understanding using a PLC (Professional Learning Community) format. Also, a focus on 1st best teaching is essential.

2. Students With Disabilities are 95.9 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. Socioeconomically disadvantaged students scored at the yellow level.

School and Student Performance Data

Academic Performance
### English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Orange

52.1 points above standard making progress towards English language proficiency

Number of EL Students: 94 Students

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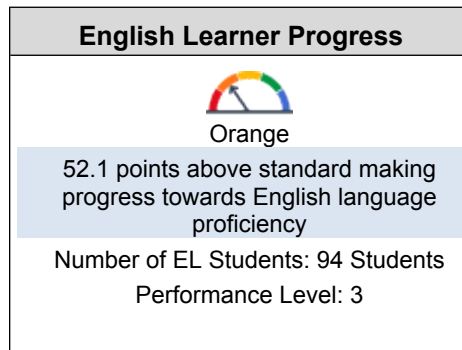
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
10	33	0	47

Conclusions based on this data:

1. Thirty-three students maintained their ELPI level. Ensuring that these students make progress is of the utmost importance.

2. 50% of English Learners progressed at least one ELPI level.

3. 11% of students decreased one ELPI level. A continued focus on ensuring students do not regress will be a continued focus.

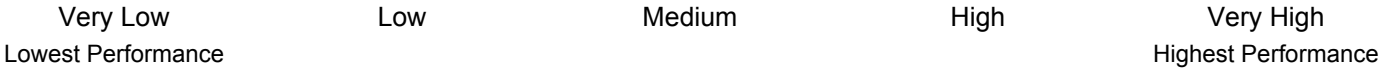# School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
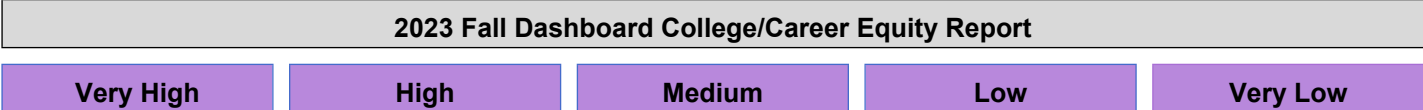
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."
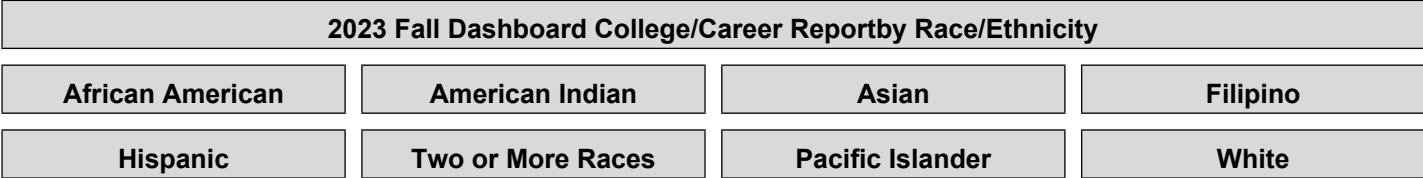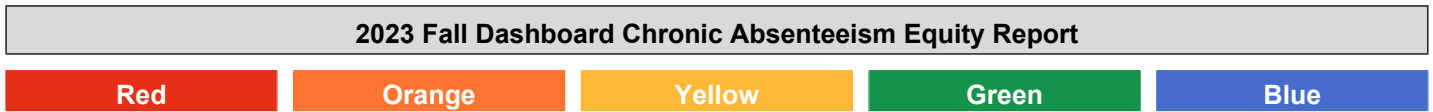
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

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

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue

Lowest Performance / Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
32.7% Chronically Absent	32.8% Chronically Absent	
Declined Significantly -12.1	Declined -13.7	9 Students
459 Students	128 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Orange
	33.2% Chronically Absent	37.8% Chronically Absent
7 Students	Declined Significantly -14.4	Declined -15.2
	401 Students	143 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
45.5% Chronically Absent	Less than 11 Students	30.8% Chronically Absent	Less than 11 Students
Declined -9.1	4 Students	Increased 21.7	2 Students
11 Students		13 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	37.5% Chronically Absent	Less than 11 Students	Orange
32.2% Chronically Absent	Declined -6.9	2 Students	28% Chronically Absent
Declined Significantly -13	32 Students		Declined -14.3
345 Students			50 Students

Conclusions based on this data:

1. The number of chronically absent students is at 32.7%. Freeman must focus on improving attendance for all subgroups.

2. The White subgroup's chronically absent rate is very high at 37.8% and classified as chronically absent. This was a decline from the previous year.

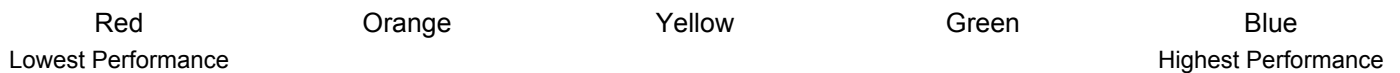**3.** The most significant decline was with our SWD, as they declined by 15.2%.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.
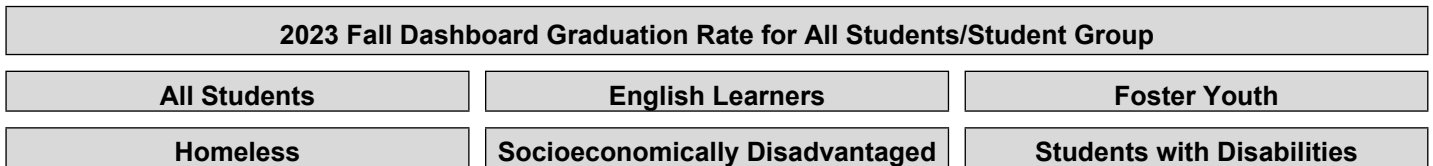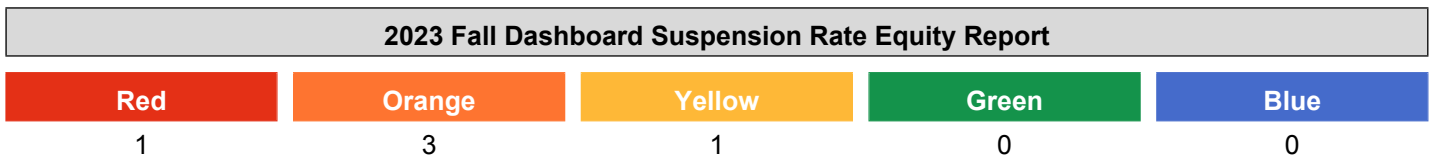
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.
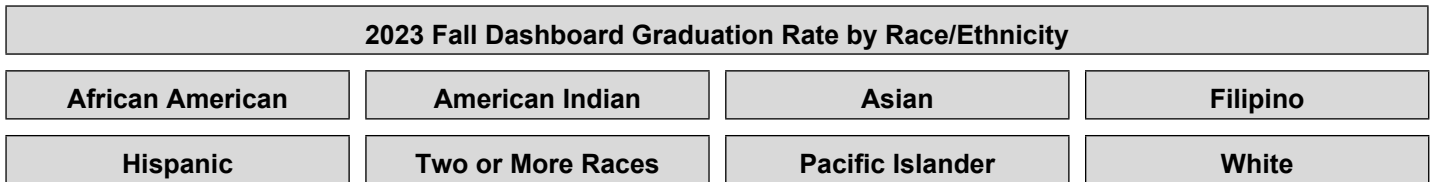
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	3	1	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
4.3% suspended at least one day	2.3% suspended at least one day	9 Students
Increased 0.4	Increased 1	
468 Students	128 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
7 Students	4.9% suspended at least one day	5.6% suspended at least one day
	Maintained 0.2	Increased 2
	409 Students	143 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
18.2% suspended at least one day	Less than 11 Students 4 Students	0% suspended at least one day	Less than 11 Students 2 Students
Increased 10.5 11 Students		Declined -8.3 13 Students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	3.1% suspended at least one day	Less than 11 Students 2 Students	Red
3.4% suspended at least one day	Increased 3.1 32 Students		9.6% suspended at least one day
Declined Significantly -1.2 352 Students			Increased 9.6 52 Students

Conclusions based on this data:

1. Suspension rates were elevated during the 2022-23 school year, as there was a 4.3% suspension rate. The return to school after the pandemic required additional teaching of replacement behaviors. This number should decrease during 2024-25 as fewer instances require suspensions.

2. The highest suspension rates are in the Hispanic subgroup, with 4.6% suspended.

3. White students were suspended at 9.6%, which equates to 5 students. If Freeman had suspended 1 less student, then Freeman would not be in the red for the White Subgroup.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

Promote and teach skills such as life skills required for college and/or Career.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	2021-22- Baseline will be established. 2022-23 75.6% of 1st-6th graders indicated that they participated in activities during recess. 2023-24- 79.9% of 1st-6th graders indicated that they participated in activities during recess.	By May 2025, increase the percentage of students who indicated that they participated in recess activities (such as the Let's Get Moovin' Program) from 79.9% to 82%.
Number of students who participate in band instruction.	2020-21- 11 students participated in band instruction. 2021-22- 84 students participated in band instruction. 2023-24 -81 students participated in band instruction (19% of students participated in band.)	Increase the percentage of students who participate in band from 19% to more than 20% by May 2025.

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

1.1	Funds will be used to establish strong Tier 1 social-emotional supports that focus on developing 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, and enrichment nights. Funds may also be used to bring in guest speakers for college week or attend college or career-related field trips.	All Students with an emphasis on socioeconomically disadvantaged students.	10851 Supplemental/Concentration 867 Title I Part A: Parent Involvement 1690 Title I Part A: Basic Grants Low-Income and Neglected
1.12			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Our band participation declined from 84 students to 81 students. This may be due to a decrease in enrollment. Percentages will be used for comparison purposes. In the past Freeman has used numbers but using percentages of students will account for declining enrollment. During the 2023-24 school year 19% of students participated in band instruction. The Let's Get Moovin' program also organized sports for students.

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, Freeman did not collaborate with the Yolo Arts Council due to decreased funding. Previously, COVID enrichment funds were utilized. There was also a decrease in the Let's Get Moovin' sports programs.

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.

During Freeman's Youth Advisory Council students reviewed the bullying report conducted by the Sacramento County Office of Education. Students noted that for some questions, teachers scored items lower than students. Students feel that sometimes, issues occur on social media, yet they may not be reported to staff as they occur outside of the regular school day. For the 2024-25 year, Freeman staff will administer more social media and cell phone safety usage lessons to our intermediate grade students and promote anonymous reporting, which is located on Freeman's webpage.
While there are several core competencies that WJUSD students should possess upon graduating, as indicated in the WJUSD graduate profile, students must understand that their social development will assist them in achieving future success, especially with their social development surrounding online.   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 and the Second Step Program will help decrease instances of negative behaviors.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> 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.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

> After thoroughly analyzing our data, the school identified a need to continue focusing on the PLC/RTI program. The teacher survey and the SSC's study also determined that purchasing more manipulatives would assist in teaching students with disabilities, as a multisensory approach may be needed. The teacher survey also revealed that a focus on SWDs should be kept with the development of the master schedule so that core instructional time is protected. Focusing on the Read Naturally reading program would continue to increase student achievement. ELAC (English Learner Advisory Committee) families also indicated that a strong focus on decreasing bullying behaviors would lead to increased student achievement as more students would attend class.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA (English Language Arts).	2020-21- No data available due to the COVID pandemic. 2021-22- The student performance level in ELA is orange or low. 2022-23- The student performance level in ELA is medium or yellow.	By May 2025, Freeman will improve to the green or high-performance level.
Performance level on Math	2020-21-No data available due to the COVID pandemic. 2021-22- In math student performance is low or orange. 2022-23- In math student performance level is medium or yellow.	By May 2025, Freeman will improve to the green or high-performance level.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment	2020-21- No data available due to COVID.	By May 2025, Freeman will have moved up to 38%, meeting or exceeding standards.

Consortium) English Language Arts (ELA)	2021-22- 35.46% of students were classified as meeting or exceeding standards in ELA. 2022-23- 37% of students were classified as meeting or exceeding standards in ELA.	
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	2020-21- No data available due to the COVID-19 pandemic. 2021-22- 26.59% of students were classified as meeting or exceeding standards in math. 2022-23- 31% of students were classified as meeting or exceeding standards in math.	By May 2025, Freeman will increase up to 31%, meeting or exceeding standards.
Level of SWDs on the California Dashboard in Math and ELA.	2020-21- No data available due to the COVID-19 pandemic. 2021-22- SWD is Low or Orange in math, and in ELA, SWD is very low or in red. 2022-23-In math and ELA, SWD is low or in the red category.	By May 2025, the SWD's achievement level will increase to the Orange level.
Student sense of safety and school connectedness	2020-21- 64% of fifth-grade students selected, "Yes, most of the time to school connectedness." 2022-23- 76% of fifth-grade students selected, "Yes, most of the time to school connectedness." 2023-24- 69% of fifth-grade students selected "Yes most of the time to school connectedness. (10 Respondents)	Increase students' sense of safety from 69% to 75%.
Suspension rate	2020-21- The suspension rate is 1.8% 2021-22- The suspension rate is 3.9%. 2022-23- The suspension rate is 4.3%.	By May 2025, decrease/maintain the suspension rate to less than 3.5%
Parent/family satisfaction on Healthy Kids Survey, on key indicators	2021-22- 73% of parents indicated that the school motivates students to learn. 2022-23-73% of parents indicated that the school motivates students to learn. 2023-24-70% of parents indicated that the school motivates students to learn (13 Respondents).	75% 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)	2021-22- 51% of students had reached their typical growth targets, and in math, 49% had met their typical growth targets. 2022-23- 51% of students had reached typical growth targets; in math, 44% had met their typical growth targets. 2023-24- 46% of students had reached typical growth targets in reading by	By April 2025, students will increase their Growth targets by 5% (ELA=48% and in Math= 39%)

	April 2024, and in math, 37% of students had met their typical growth targets	
Results on ELPAC test	2020-21- 2.68% of English Learners are proficient. 2021-22- 12.93% of English Learners are proficient 2022-23- 11.82% of English Learners are proficient.	Increase the percentage of students making progress toward English language proficiency to 56%.
Number of grade levels who completed at least 10 SMART goals using the Cycle of Inquiry.	2021-22- Baseline was established. 2022-23- 5 out of 7 grade levels completed at least 10 SMART goals, with at least 80% of their students demonstrating mastery of enduring standards. 2023-24- 6 out of 7 grade levels completed at least 10 SMART goals with at least 80% of their students demonstrating mastery of 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.	2021-22- Baseline was established. 2022-23- 40% of 2nd- 6th grade teachers indicated that they use ALL components of the Read Naturally program. 2023-24- 50% 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%.
Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation	New metric 2023-24- 7	Increase the self rating to at least an 8.
Percentage of students who are successful with Tier 1 interventions as measured by SAEBRS.	2021-22 (84%) 2022-23 (81%) 2023-24 (85%)	Increase the number of successful students with Tier 1 interventions as measured by SAEBRS.
Percentage of White students who are suspended.	New metric 2023-24- 9.6%	Decrease the number of White students suspended from 9.6% to 8.6%.
Percentage of staff who score a 10 on the PLC Survey. Specifically the question "We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of an ongoing process of continuous improvement designed to help students achieve at higher levels."	2023-24- 50%	Increase the number of staff who scored a 10 (Highest rating) from 50% to 75%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Funds will be used to implement PLCs (Professional Learning Communities) in grades K-6th. This includes additional support staff, SSTs (Student Study Teams), leadership meetings, and materials. 1) The PLC framework will be used to continue building a Response to Intervention (RTI) that hones in on first-best instruction. Teacher team meetings will be scheduled, and notes will be taken during the meetings. Also, teachers will create common formative assessments and use results from the CFAs to reflect on the impact of instruction and create intervention groups. 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.) Each grade level per year will complete at least 10 SMART goals. 5.) Funds will also be spent on materials and supplies, including supplemental programs, to help reduce disruptive behaviors and achieve the desired outcome. 6.) Funds will also be used to pay for materials that support RTI development and professional development.	All students with an emphasis on students who are low socioeconomically disadvantaged and English Learners.	44308 Supplemental/Concentration 62430 Title I Part A: Basic Grants Low-Income and Neglected
2.11			
2.14			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The strategies were effective, as we increased 2% points in reading and 5% points in Math on state examinations in one year.

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

Since Freeman increased achievement in previous years, Freeman staff should continue to keep the same focus and build on the successes of previous years. To increase SWDs' achievement, we will focus on the master schedule, add more manipulatives, and offer more targeted tutoring opportunities.

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

The major change will be to purchase more manipulatives to help support the achievement of Students With Disabilities and specifically target SWDs to attend additional tutoring groups. Additionally, the master schedule will focus on protecting core instructional time.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

The number of ELPI levels decreased from one year to the next. The Guided Language Acquisition Development (GLAD) training will provide teachers with EL strategies. The teachers will collaborate with the English Learner Specialist to facilitate newly learned strategies.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	2020-21- 3% of English Learner Students were reclassified 2021-22- 20% of English Learner Students were reclassified 2022- 23% of English Learner Students were reclassified	By 2024, 10% of EL students will be reclassified.
English Learner Progress Indicator (ELPI)	2020-21- No Data available due to the COVID-19 pandemic 2021-22- 64.3% are making English Learner progress 2022-23- 52.1% are making English Learner progress.	Increase the number of students who are making progress on the English Learner Progress Indicator to 54%
Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)	2021-22- 41% are making typical growth in I-ready ELA. 46% are making typical growth in i-Ready for Math. 2022-23%- 45% are making typical growth in I-ready ELA. 42% are making typical growth in i-Ready for Math.	By March 2024, English Learners' typical growth will increase to 42% in reading and 43% in math as measured by the end-of-year I-ready examination.

	2023-24- 38% are making typical growth in I-ready ELA. 41% are making typical growth in i-Ready for Math.	
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	2021-2022- (3.5) 2022-23- (3.67) 2023-2024- (3.41)	Increase the average score on principle 1 to 3.5.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Last year, Freeman had new staff members at every grade level except kindergarten and third. Funds are allocated to providing additional training, with a focus on ELs. The funds will also be used to purchase substitutes for teachers, reimburse teachers for mileage, and pay fees associated with professional development.	All students with an emphasis on students who are English Learners and socioeconomically disadvantaged.	2800 Supplemental/Concentration 1155 Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The instructional rounds process was used to identify EL strategies during the previous year. While instructional rounds did prove to be effective, the lack of carryover funds contributed to staff not participating as frequently in the process.

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

Last year, four instructional rounds were scheduled. When Freeman did not receive carryover funds, the school had fewer funds for additional tutoring groups. Funds were reallocated to continue tutoring groups. As a result of new staff, EL training is required to assist teachers in meeting students' needs.

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.

GLAD trainings will be offered to teachers who have been recently hired in order to increase their knowledge of English Learner Strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students who attend Boosters, and School Site Council meetings.	Establish a Baseline during 2024-25.	A baseline will be established.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys.	2021-22- 41% of students completed the survey 2022-23- 58% of students completed the survey 2023-24- 58% of students completed the survey.	Maintain or increase the number of student respondents.
Increase the number of students who participate in Youth Advisory Council.	2021-22- 15 students participated in the Youth Advisory Council. 2022-23- 15 students participated in the Youth Advisory Council 2023-24- 18 students participated in the Youth Advisory Council.	Increase the participation to 20 students.

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

| 4.1 | Freeman's Youth Advisory Council (YAC) meets periodically throughout the year, reviews and interprets data, and makes decisions that are in the best interest of the school and community. Students not part of YAC know that these students represent them, so they should inform a YAC representative of any issues. One service project that YAC identified as a need is beautifying the school. They conducted walkthrough inspections throughout the school and identified areas of need. YAC also identifies activities such as spirit days and makes presentations to Freeman's School Site Council and or Boosters when needed.   This past year, YAC even requested funding at a Boosters meeting, which was approved. Focusing on providing more meaningful pathways for youth to engage in their own school will lead to more engaged students.   Funds will be used to pay staff to increase student leadership opportunities, including paying for fees associated with attending Youth Empowerment Summits. | All students will be served through this strategy. | 1200 Supplemental/Concentration |

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In the past, students from the Youth Advisory Council have presented and secured funds from Boosters to help with incentives for students. While only a couple of students attended Booster's meetings, attendance was not regular. No students attended Freeman's SSC meetings.

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

Funds were used to pay for assistance to the principal in facilitating meetings and assisting with student activities. There were two service projects: a canned food drive and a school beautification project that focused on expanding the school's garden.

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

The major addition to this section is that Freeman's Youth Advisory Council will have funds allocated to attend leadership institutes. This will further empower students to make positive changes throughout their school or community.   In addition, we will add a "Representatives Report" as a standing item to the YAC's agenda. There will be designated representatives who will attend both Boosters and SSC meetings.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$66,142
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$125,301.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$65,275.00
Title I Part A: Parent Involvement	$867.00

Subtotal of additional federal funds included for this school: $66,142.00

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: $125,301.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Supplemental/Concentration	59,159.00
Title I Part A: Basic Grants Low-Income and Neglected	65,275.00
Title I Part A: Parent Involvement	867.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Supplemental/Concentration	59,159.00
	Title I Part A: Basic Grants Low-Income and Neglected	65,275.00
	Title I Part A: Parent Involvement	867.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,408.00
Goal 2	106,738.00
Goal 3	3,955.00
Goal 4	1,200.00

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 Alcantara	Parent or Community Member
Sandra Garibaldo	Parent or Community Member
Genevieve Russo	Parent or Community Member
Deysi Mora	Parent or Community Member
Marta Neilson	Classroom Teacher
Martha Lopez	Classroom Teacher
Marisol Pickett	Classroom Teacher
Laura Brubaker	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
Veronica DeSantiago (signature)	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 4/9/24.

Attested:

Signature	
(signature)	Principal, Eduardo Gonzalez on 4/9/24
(signature)	SSC Chairperson, Virydiana Monteleone on 4/9/24