

The Four Critical Questions of PLC's

1. What are students supposed to know and do?	2. How do we know when students have learned?	3. What do we do when students HAVEN'T learned?	4. What do we do when students HAVE learned the content?
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School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Freeman Elementary School	57727100000000	4/27/22	6/16/22

Purpose and Description

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

Schoolwide Program

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

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

- A comprehensive needs assessment was conducted that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing or are at risk of failing, to meet the challenging state academic standards. The process consisted of a comprehensive needs assessment with all community stakeholders as well as surveys. The stakeholders involved included English Learner Advisory Committee (ELAC), School Site Council (SSC), teacher leadership team, students, Site, and District Office Administration. The process consisted of analysis of various data points from the California Dashboard, and local site level indicators. Stakeholders held dialogue around the data and provided feedback in terms of the root causes, and next steps (action items) moving forward.
- The school-wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:
 - Strategies that the school is implementing to address the school's needs by providing opportunities for all students to meet the challenging state academic standards.
 - The use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.
 - Programs, activities, and courses necessary to provide a well-rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

The school-wide plan continues to address parent and family engagement by conducting outreach to all parents and family members, including:

- A school and family engagement policy.
- A school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Freeman Elementary School's Site Council (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 were conducted with multiple stakeholder groups at Freeman including English Language Advisory Committee (ELAC), SSC, staff, and students. Each meeting included an in-depth review of the most recent local data of progress. Some data points were attendance, reclassification, suspension rates, i-ready data, and progress towards Specific

Measureable Attainable, Relevant, and Timely (SMART) goal completion. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff, and students. Student input was gathered through the needs assessment process that included focus groups and surveys that identified strengths and areas of focus of the school. Student focus groups were created, with a balanced representation of student groups. Thirty-three students participated in the focus groups (3rd- Sixth grades) and 204 students completed the survey.

Student Input

Student focus groups completed a needs assessment by reviewing academic, and local data. After reviewing the data both student groups concluded that the area of focus should be to continue to keep the focus on reading and math and add a strong focus on a positive school climate. Students then provided an analysis of causes and collaborated to provide recommendations to improve outcomes for students. During the construction of the plan, Freeman's youth advisory council met on March 29, 2022 to review the plan offer suggestions, and provide feedback on the strategies chosen for implementation. Students indicated that in order to enhance Freeman's school climate staff should focus on having class meetings more often (Daily/Weekly) that teach replacement behaviors, provide more incentives for students through the PBIS Rewards, and have a staff member available when students do need time for refocusing/reflection. Staff should continue to seek ways to promote engagement through incentives and by "making learning fun," etc. From the student survey results, 53.1% of students indicated that they have been a victim of bullying. This reinforced the importance for teachers to teach replacement behaviors almost daily. Additionally, 91% of students indicated that "my school wants me to do well." Although students felt that our staff wants them to flourish, we still have 9% who didn't strongly agree with this statement.

Additional needs assessments were conducted with other stakeholder groups. On March 23, 2022, Freeman's teacher leadership team conducted an in-depth review of students' performance data, identified promoting a positive school climate as an area of need, and proposed actions and strategies to support these needs. An area of focus included providing more activities for students during unstructured times, increasing the focus on positive behaviors, investing in a supplemental behavior management program, and providing a place for students to attend when they need additional time to calm down and participate in the Rachel's Challenge program.

According to the teacher survey that was conducted 72% of teachers in grades 2nd-6th used Read Naturally with fidelity. During the upcoming year, a focus on increasing this to 100% is important. Additionally, during one of the student focus groups, students indicated that they enjoy using the Read Naturally curriculum because it measures their fluency, teaches vocabulary, and provides general knowledge about various topics ranging from Science to Social Studies.

ELAC and teacher leadership staff reviewed the SPSA on February 24, 2022, and March 23, 2022, respectively, and provided additional feedback. SSC reviewed the plan on February 23, 2022, offered recommendations, and after considering recommendations from all groups /approved the SPSA on April 27, 2022. ELAC families strongly felt that a program to help students learn their math facts more proficiently is needed. For this reason, Freeman Elementary School will implement a 28-Club Multiplication Challenge in grades 3rd-6th as well as measure progress towards the 28-Club.

The school-wide plan was developed to support the needs of the students at the school as identified through the comprehensive needs assessment. The comprehensive needs assessment was conducted using a "fishbone" strategy which is a strategy utilized to hone in on root causes based on trends identified during the data analysis process. Various stakeholders placed their ideas on virtual post-it notes and then the notes were placed together by commonalities using the Jamboard tool. Next, stakeholders were asked to identify possible solutions to the root causes. Those

commonalities were placed into this SPSA. During 2018-2019 (This was the last time state assessments were conducted due to COVID-19.) one key subgroup that increased significantly was the Students With Disabilities (SWD) as California's Dashboard indicated a surge in both reading and math. A subgroup that Freeman should continue to focus on is the socioeconomically disadvantaged (SED) subgroup. A key strategy that the school is implementing to increase achievement is the Professional Learning Community (PLC) framework that includes time built into the instructional day for students who need additional time to learn the material as well as time to accelerate students who may need to be challenged. Teachers also focused on the Cycle of Inquiry where SMART goals were implemented. Full Implementation of the PLC process on average requires about 3 years however during the 2020-21 school year the physical school closure did add an additional obstacle to achieving full implementation of the PLC framework. During 2021-2022 PLC implementation continues as we set a goal of each grade level successfully completing at least 7 SMART Goals.

In order to mitigate 'learning loss' due to the physical school closure Freeman is focused on 3 high-impact strategies: a) Identify exactly what students must learn, b) identify students for additional help by standard by student, C) provide systematic multitiered interventions. These strategies address the needs of all students at the school, but particularly the needs of those students who are at risk of not meeting the challenging academic standards. This is evidenced by the "increased significantly and "increased" scores on the California Dashboard pertaining to English Learners as well as Students With Disabilities. Surveys were also conducted to obtain additional insights. From the teacher survey, it was noted that 73% of teachers implemented Read Naturally with fidelity. This reinforced the need to continue the focus on reading as well as our Professional Learning Community (PLCs) focus.

During the 2021-22 school year the needs assessment process that was conducted by students, parents, and teachers also identified the need for small-group interventions, as well as a focus on promoting a positive school climate. 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.

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.21%	0.41%	0.7%	1	2	3
African American	1.27%	1.04%	0.9%	6	5	4
Asian	2.97%	3.73%	3.7%	14	18	17
Filipino	%	0.21%	0.2%		1	1
Hispanic/Latino	80.93%	77.85%	78.7%	382	376	363
Pacific Islander	%	0%	%		0	
White	11.86%	13.04%	12.4%	56	63	57
Multiple/No Response	1.48%	1.66%	1.7%	7	8	8
	Total Enrollment			472	483	461

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	54	52	55
Grade 1	60	62	58
Grade 2	79	68	63
Grade 3	79	80	61
Grade 4	65	85	79
Grade 5	66	70	76
Grade 6	69	66	69
Total Enrollment	472	483	461

Conclusions based on this data:

1. Our two largest groups of students are Hispanic and White.
2. Freeman's Asian population continues to increase.
3. During 2019-2020 there were 483 students however during the COVID-19 pandemic (2020-2021) enrollment dropped to 461 students. This is a decline of 22 students. The decline necessitated the need for a 5th/6th grade combination class.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	163	157	150	34.5%	32.5%	32.5%
Fluent English Proficient (FEP)	102	105	89	21.6%	21.7%	19.3%
Reclassified Fluent English Proficient (RFEP)	39	33	9	21.7%	20.2%	5.7%

Conclusions based on this data:

1. The overall trend has been a decrease of the total EL student population.
2. There has been a decline of students classified as Fluent English Proficient this may be correlated to fewer ELs or the interruption caused by COVID-19.
3. The percentage of students who were reclassified decreased by 16% during the past 3 years. This reinforces the need to have a strong focus on literacy that includes reading intervention for English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	62	75	51	59	75	0	59	75	0	95.2	100	0.0
Grade 4	64	62	74	63	62	0	63	62	0	98.4	100	0.0
Grade 5	64	65	71	64	64	0	64	64	0	100	98.5	0.0
Grade 6	64	64	63	64	64	0	64	64	0	100	100	0.0
All Grades	254	266	259	250	265	0	250	265	0	98.4	99.6	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2385.	2385.		15.25	9.33		15.25	20.00		28.81	26.67		40.68	44.00	
Grade 4	2441.	2422.		19.05	9.68		14.29	16.13		28.57	27.42		38.10	46.77	
Grade 5	2443.	2480.		3.13	20.31		26.56	18.75		20.31	25.00		50.00	35.94	
Grade 6	2498.	2518.		6.25	6.25		37.50	43.75		28.13	29.69		28.13	20.31	
All Grades	N/A	N/A	N/A	10.80	11.32		23.60	24.53		26.40	27.17		39.20	36.98	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.56	13.33		42.37	52.00		44.07	34.67	
Grade 4	12.70	6.45		52.38	51.61		34.92	41.94	
Grade 5	7.81	15.63		50.00	51.56		42.19	32.81	
Grade 6	12.50	10.94		51.56	56.25		35.94	32.81	
All Grades	11.60	11.70		49.20	52.83		39.20	35.47	

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.56	5.33		32.20	49.33		54.24	45.33	
Grade 4	17.46	11.29		38.10	40.32		44.44	48.39	
Grade 5	4.69	21.88		42.19	43.75		53.13	34.38	
Grade 6	7.81	18.75		51.56	59.38		40.63	21.88	
All Grades	10.80	13.96		41.20	48.30		48.00	37.74	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.86	9.33		66.10	68.00		22.03	22.67	
Grade 4	14.29	8.06		63.49	69.35		22.22	22.58	
Grade 5	4.69	10.94		51.56	62.50		43.75	26.56	
Grade 6	4.69	9.38		75.00	67.19		20.31	23.44	
All Grades	8.80	9.43		64.00	66.79		27.20	23.77	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.17	6.67		49.15	60.00		40.68	33.33	
Grade 4	20.63	9.68		52.38	53.23		26.98	37.10	
Grade 5	9.38	17.19		48.44	50.00		42.19	32.81	
Grade 6	21.88	20.31		53.13	62.50		25.00	17.19	
All Grades	15.60	13.21		50.80	56.60		33.60	30.19	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Schoolwide 36% of students met or exceeded standard on overall ELA achievement on the Spring 2019 CAASPP. (California Assessment of Student Performance and Progress) Freeman does not have data available as the CAASPP was cancelled during 2020.
2. Overall 73% of Freeman students were near or above standard in the listening domain. This was the domain that was the strongest for English Language Arts.

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	62	75	51	62	75	0	62	75	0	100	100	0.0
Grade 4	64	62	74	64	62	0	64	62	0	100	100	0.0
Grade 5	64	65	71	64	64	0	64	64	0	100	98.5	0.0
Grade 6	64	64	63	64	64	0	64	64	0	100	100	0.0
All Grades	254	266	259	254	265	0	254	265	0	100	99.6	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2397.	2380.		6.45	2.67		22.58	16.00		32.26	32.00		38.71	49.33	
Grade 4	2448.	2430.		7.81	3.23		28.13	17.74		32.81	38.71		31.25	40.32	
Grade 5	2440.	2461.		4.69	7.81		20.31	14.06		17.19	32.81		57.81	45.31	
Grade 6	2494.	2532.		12.50	31.25		15.63	18.75		37.50	21.88		34.38	28.13	
All Grades	N/A	N/A	N/A	7.87	10.94		21.65	16.60		29.92	31.32		40.55	41.13	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.52	6.67		43.55	40.00		41.94	53.33	
Grade 4	25.00	14.52		29.69	27.42		45.31	58.06	
Grade 5	4.69	14.06		34.38	23.44		60.94	62.50	
Grade 6	21.88	43.75		37.50	18.75		40.63	37.50	
All Grades	16.54	19.25		36.22	27.92		47.24	52.83	

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.52	8.00		41.94	37.33		43.55	54.67	
Grade 4	12.50	11.29		39.06	33.87		48.44	54.84	
Grade 5	7.81	9.38		39.06	45.31		53.13	45.31	
Grade 6	9.38	21.88		35.94	46.88		54.69	31.25	
All Grades	11.02	12.45		38.98	40.75		50.00	46.79	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.29	6.67		43.55	46.67		45.16	46.67	
Grade 4	12.50	6.45		54.69	37.10		32.81	56.45	
Grade 5	3.13	6.25		39.06	42.19		57.81	51.56	
Grade 6	12.50	28.13		46.88	40.63		40.63	31.25	
All Grades	9.84	11.70		46.06	41.89		44.09	46.42	

2019-20 Data:

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Conclusions based on this data:

1. Overall 28% of students are meeting or exceeding academic standards in math.
2. Overall, Concepts and Procedures, Problem Solving and Data Analysis, and Communicate Reasoning have all increased in terms of students who are above standard throughout the past 3 years. This may be attributed to the school's focus in math during PLC time.
3. Nearly 72% of students are below or near standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1422.3	1449.1	1363.4	1436.3	1461.1	1373.4	1389.5	1420.8	1340.1	23	17	27
1	1407.2	1402.6	1355.7	1419.8	1416.1	1391.0	1394.1	1388.7	1319.8	28	21	22
2	1469.3	1432.7	1339.9	1481.4	1451.7	1360.1	1456.8	1413.1	1319.4	36	24	13
3	1464.5	1452.3	1370.9	1458.2	1462.8	1366.0	1470.2	1441.4	1375.4	22	26	22
4	1493.9	1516.7	1437.4	1506.7	1514.6	1441.9	1480.6	1518.4	1432.5	21	18	24
5	1497.1	1512.0	1443.0	1504.8	1522.4	1436.3	1489.0	1501.1	1449.3	12	14	23
6	1413.1	1512.6	1498.1	1405.6	1515.9	1502.7	1420.3	1508.9	1492.8	14	13	18
All Grades										156	133	149

2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	60.87	35.29	0.00	*	47.06	40.74	*	5.88	29.63	*	11.76	29.63	23	17	27
1	*	4.76	0.00	*	19.05	9.09	*	47.62	40.91	*	28.57	50.00	28	21	22
2	55.56	4.17	0.00	30.56	37.50	15.38	*	37.50	30.77	*	20.83	53.85	36	24	13
3		11.54	4.55	50.00	34.62	4.55	*	30.77	40.91	*	23.08	50.00	22	26	22
4	*	5.56	4.17	52.38	66.67	12.50	*	27.78	54.17	*	0.00	29.17	21	18	24
5	*	14.29	4.35	*	28.57	26.09	*	42.86	34.78	*	14.29	34.78	12	14	23
6		0.00	5.56	*	61.54	27.78	*	30.77	44.44	*	7.69	22.22	14	13	18
All Grades	26.92	10.53	2.68	35.90	40.60	20.13	17.31	32.33	39.60	19.87	16.54	37.58	156	133	149

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	65.22	47.06	0.00	*	35.29	48.15	*	5.88	25.93	*	11.76	25.93	23	17	27
1	*	4.76	13.64	*	47.62	9.09	*	33.33	36.36	*	14.29	40.91	28	21	22
2	80.56	16.67	7.69	*	54.17	23.08	*	8.33	23.08	*	20.83	46.15	36	24	13
3	*	42.31	4.55	*	38.46	18.18	*	0.00	27.27	*	19.23	50.00	22	26	22
4	52.38	44.44	12.50	*	33.33	37.50	*	22.22	33.33	*	0.00	16.67	21	18	24
5	*	42.86	13.04	*	35.71	43.48	*	7.14	26.09		14.29	17.39	12	14	23
6	*	23.08	16.67	*	53.85	38.89	*	23.08	33.33	*	0.00	11.11	14	13	18
All Grades	48.72	30.83	9.40	25.64	42.86	32.21	11.54	13.53	29.53	14.10	12.78	28.86	156	133	149

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	60.87	35.29	0.00	*	52.94	74.07	*	11.76	25.93	23	17	27
1	*	38.10	22.73	42.86	47.62	31.82	*	14.29	45.45	28	21	22
2	77.78	20.83	7.69	*	58.33	30.77	*	20.83	61.54	36	24	13
3	*	11.54	9.09	50.00	65.38	45.45	*	23.08	45.45	22	26	22
4	*	33.33	20.83	52.38	55.56	45.83	*	11.11	33.33	21	18	24
5	*	21.43	17.39	*	64.29	60.87		14.29	21.74	12	14	23
6	*	23.08	16.67	*	76.92	50.00	*	0.00	33.33	14	13	18
All Grades	46.79	25.56	13.42	36.54	59.40	50.34	16.67	15.04	36.24	156	133	149

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	65.22	76.47	7.41	*	11.76	66.67	*	11.76	25.93	23	17	27
1	39.29	0.00	4.55	46.43	80.95	72.73	*	19.05	22.73	28	21	22
2	83.33	33.33	15.38	*	54.17	53.85	*	12.50	30.77	36	24	13
3	*	69.23	4.55	*	11.54	54.55	*	19.23	40.91	22	26	22
4	66.67	72.22	20.83	*	27.78	66.67	*	0.00	12.50	21	18	24
5	*	57.14	30.43	*	28.57	39.13		14.29	30.43	12	14	23
6	*	30.77	33.33	*	61.54	66.67	*	7.69	0.00	14	13	18
All Grades	57.69	48.12	16.11	28.85	39.10	60.40	13.46	12.78	23.49	156	133	149

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.88	7.41	60.87	82.35	70.37	*	11.76	22.22	23	17	27
1	*	4.76	0.00	*	57.14	9.09	64.29	38.10	90.91	28	21	22
2	47.22	8.33	0.00	33.33	41.67	23.08	*	50.00	76.92	36	24	13
3		3.85	0.00	*	42.31	18.18	68.18	53.85	81.82	22	26	22
4	*	0.00	4.17	*	72.22	20.83	61.90	27.78	75.00	21	18	24
5		0.00	8.70	*	64.29	39.13	*	35.71	52.17	12	14	23
6	*	0.00	0.00	*	38.46	16.67	78.57	61.54	83.33	14	13	18
All Grades	20.51	3.76	3.36	33.33	55.64	30.20	46.15	40.60	66.44	156	133	149

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	56.52	82.35	3.70	*	5.88	48.15	*	11.76	48.15	23	17	27
1	*	9.52	0.00	*	47.62	36.36	53.57	42.86	63.64	28	21	22
2	*	4.17	0.00	63.89	54.17	46.15	*	41.67	53.85	36	24	13
3	*	3.85	0.00	63.64	73.08	40.91	*	23.08	59.09	22	26	22
4	*	22.22	4.17	71.43	77.78	54.17	*	0.00	41.67	21	18	24
5	*	0.00	4.35	*	78.57	60.87	*	21.43	34.78	12	14	23
6	*	7.69	11.11	*	76.92	77.78	*	15.38	11.11	14	13	18
All Grades	19.23	17.29	3.36	55.13	58.65	51.68	25.64	24.06	44.97	156	133	149

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall 1st-3rd grades decreased on ELPAC (English Learner Proficiency Assessment for California) scores while Kindergarten and grades 4th-6th increased.
2. While the percentage of students who are on level 4 decreased the percentage of students who are level 3 increased from the previous year.
3. The percentage of students who are well developed decreased from 19.23 to 17.29. The balanced-literacy approach that will be implemented will assist in increasing these scores.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
461	74.6	32.5	2.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	150	32.5
Foster Youth	12	2.6
Homeless	9	2.0
Socioeconomically Disadvantaged	344	74.6
Students with Disabilities	104	22.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.9
American Indian or Alaska Native	3	0.7
Asian	17	3.7
Filipino	1	0.2
Hispanic	363	78.7
Two or More Races	8	1.7
Native Hawaiian or Pacific Islander		
White	57	12.4

Conclusions based on this data:

1. Almost 3 out of 4 students are economically disadvantaged. Ensuring that these students master key concepts is crucial to their learning.

2. 22.6% of Freeman students have a disability. This requires providing students with more time to learn the material or presenting the material in by using a multifaceted approach (Visuals, kinesthetic etc.)
3. There are 9 students who are homeless. Ensuring that more support for these students is allocated will assist in addressing their needs. The social worker will keep these students on his/her radar.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 479 699">English Language Arts</p>  <p data-bbox="293 749 370 779">Yellow</p>	<p data-bbox="673 667 950 699">Chronic Absenteeism</p>  <p data-bbox="769 749 846 779">Yellow</p>	<p data-bbox="1177 667 1396 699">Suspension Rate</p>  <p data-bbox="1252 749 1328 779">Green</p>
<p data-bbox="251 867 414 898">Mathematics</p>  <p data-bbox="293 949 370 978">Yellow</p>		

Conclusions based on this data:

1. Freeman must work to increase the overall performance from yellow to green in both math and reading.
2. Although Freeman decreased its Chronic Absenteeism rates continued focus should be placed on decreasing these rates even more.
3. Freeman increased a color from the previous year in Reading. The guided reading approach should assist with increasing reading achievement, and increase the likelihood of this color becoming green.

School and Student Performance Data

Academic Performance English Language Arts

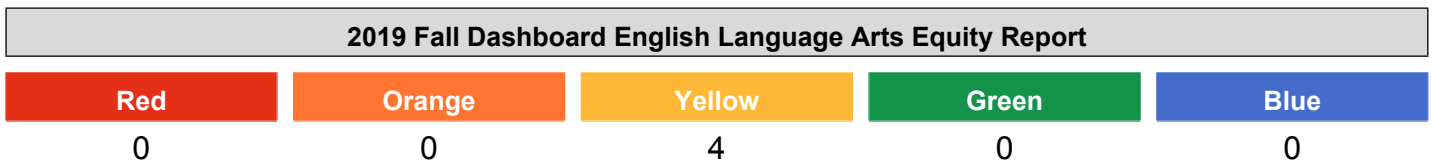
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>28.9 points below standard</p> <p>Increased ++11 points</p> <p>270</p>	<p>English Learners</p> <p>Yellow</p> <p>37.9 points below standard</p> <p>Increased ++11.8 points</p> <p>158</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>34.6 points below standard</p> <p>Increased ++8.1 points</p> <p>205</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>49.9 points below standard</p> <p>Increased Significantly</p> <p>++60.8 points</p> <p>46</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 28.8 points below standard Increased ++8.8 points 233	 No Performance Color Less than 11 Students	 No Performance Color 0 Students	 No Performance Color 25.1 points below standard Increased Significantly ++36.3 points 21

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.4 points below standard Increased ++8.8 points 70	10.2 points above standard Increased Significantly ++20.6 points 88	22.8 points below standard Increased ++9.3 points 100

Conclusions based on this data:

1. All subgroups either increased or increased significantly.
2. Students With Disabilities and students who are reclassified have "increased significantly."
3. All students are 30.4 points below standard when compared to state benchmarks. The expansion of our guided-reading program should help address these gaps.

School and Student Performance Data

Academic Performance Mathematics

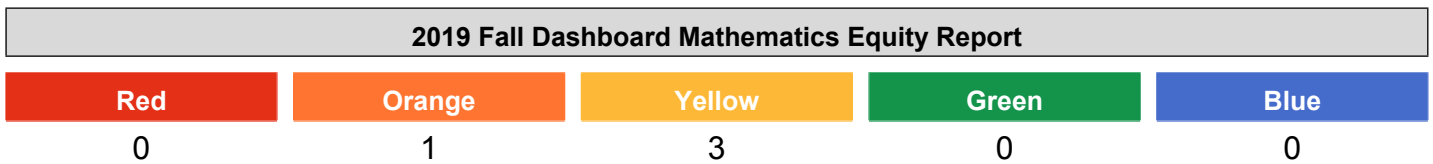
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Yellow 45.7 points below standard Increased ++6 points 269	<p>English Learners</p> Yellow 51.6 points below standard Increased ++7.4 points 158	<p>Foster Youth</p> No Performance Color Less than 11 Students
<p>Homeless</p> No Performance Color Less than 11 Students	<p>Socioeconomically Disadvantaged</p> Orange 50.1 points below standard Maintained ++0.1 points 205	<p>Students with Disabilities</p> Yellow 75.3 points below standard Increased Significantly ++48.4 points 45

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 46.4 points below standard Increased ++3.2 points 232	 No Performance Color Less than 11 Students		 No Performance Color 47.3 points below standard Increased Significantly ++22.8 points 21

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
109.8 points below standard Maintained ++2.5 points 70	5.4 points below standard Increased Significantly ++17.3 points 88	42.4 points below standard Increased ++7 points 99

Conclusions based on this data:

1. In math Freeman is yellow. In order to increase this color to green Freeman staff must monitor data through frequent Common Formative Assessments (CFA)s, and daily checking for understandings using a PLC (Professional Learning Community) format.
2. Students With Disabilities increased their score and are now 75.3 points below standard.
3. Students who are socioeconomically disadvantaged scored at the Orange level.

School and Student Performance Data

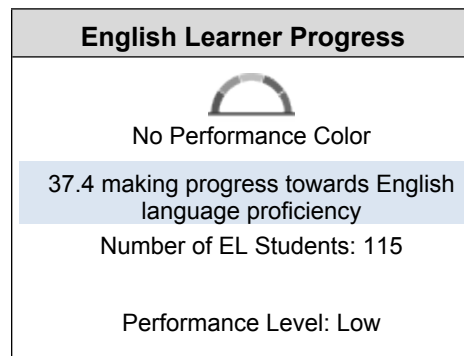
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.0	36.5	2.6	34.7

Conclusions based on this data:

1. Our English Learner performance indicator (ELPI) level is low. This site plan aims to increase the achievement of English Learners by focusing on literacy and developing a guided reading plan during the 2021-2022 year.
2. 34.7% of English Learners progressed at least one ELPI level.
3. 26% of students decreased one ELPI level.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

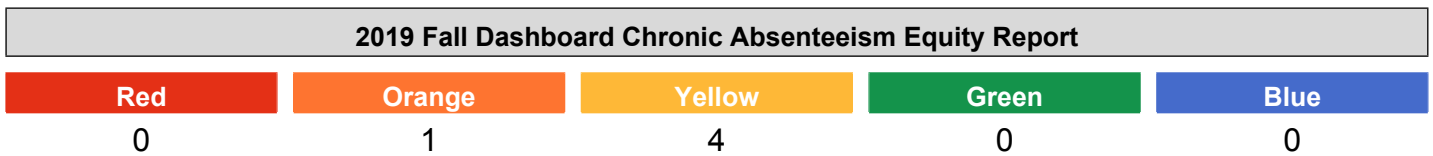
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 14.7 Declined -2.1 491	<p>English Learners</p>  Yellow 11.9 Declined -0.5 168	<p>Foster Youth</p>  No Performance Color 26.7 Declined -13.3 15
<p>Homeless</p>  No Performance Color 17.6 Declined -32.4 17	<p>Socioeconomically Disadvantaged</p>  Yellow 14.5 Declined -2.6 365	<p>Students with Disabilities</p>  Yellow 15 Declined -12.6 107

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color 26.7 Declined -6.7 15	 No Performance Color Less than 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.9 Declined -2.9 394	 No Performance Color 33.3 Increased +10.3 15	 No Performance Color Less than 11 Students	 Orange 22 Declined -1.4 59

Conclusions based on this data:

- The number of chronically absent students decreased overall.
- Foster students have increased chronically absent rates.
- Freeman increased 2 colors from red to yellow. In order to continue the upward trend Freeman must focus on engagement practices such as the ones provided by the PBIS (Positive Behavior Intervention and Support) Rewards program, as well as teachers should collaborate together in their teacher teams with a specific focus on increasing student engagement.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

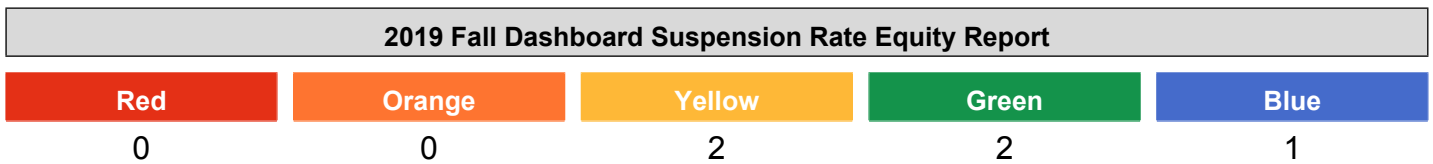
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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



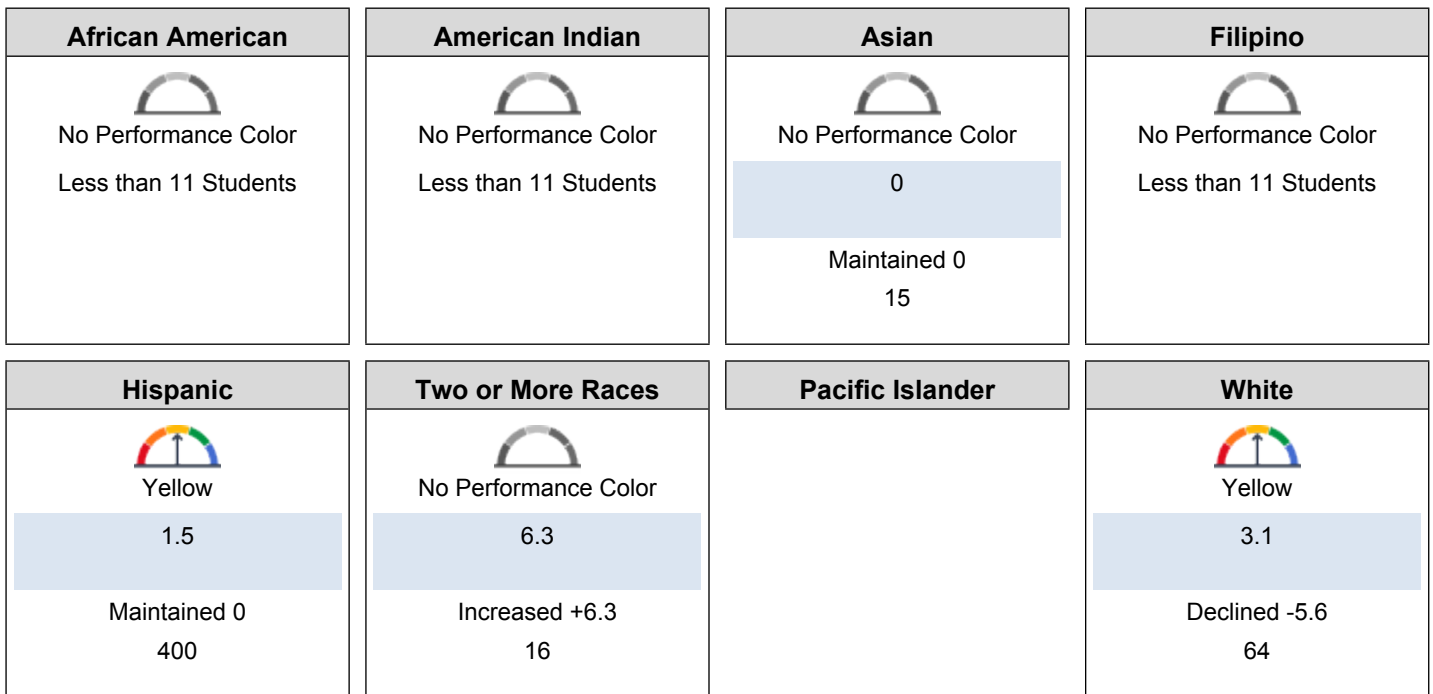
This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>1.8</p> <p>Declined -0.5</p> <p>503</p>	<p>English Learners</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>173</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>6.7</p> <p>Declined -2.9</p> <p>15</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>5.3</p> <p>Increased +0.5</p> <p>19</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>1.9</p> <p>Declined -0.4</p> <p>374</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>1.8</p> <p>Declined -2.7</p> <p>110</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.3	1.8

Conclusions based on this data:

1. Although suspension rates are low for all students, for students who are in the "2 or more races" subgroup the suspension rate increased by 6.3%. Freeman plans to have a stronger focus on positive behaviors, as well as continue to teach replacement behaviors.
2. Although all suspensions are low the White subgroup had a 3.1% suspension rate. This is a decline from the previous year.
3. Hispanic students maintained their suspension rates from the previous year. Overall there are few suspensions at Freeman as the staff routinely teaches and reinforces positive behavior. During 2020-21 Freeman only suspended 1 student therefore all sub-groups decreased their suspension rate.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who indicate they participate in activities (Such as the Let's Get Moovin' Program) during recess.	During 2020-2021 65.85% of 3rd-6th graders indicated that they participated in activities during recess.	By May 2023, increase the percentage of students who indicated that they participated in activities during recess (Such as the Let's Get Moovin' Program) from 65.85% to at least 75%.
Number of students who participate in Visual and Performing Arts.	During 2021-2022 96 students participated in band instruction.	By May 2023 increase the number of students who participate in band by at least 5% (101 students).

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on Socioeconomically disadvantaged students.

Strategy/Activity

Funds will be used to establish strong Tier 1 social-emotional supports that focus on the development of skills that students will be required to demonstrate during college and/or career. Funds will also be utilized to create, organize workshops that promote college or career options including Sports programs, the arts, as well as enrichment nights. Funds may also be used in order to bring in guest speakers for college week or to attend college or career-related field trips.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,100	Supplemental/Concentration
1279	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

This year Freeman provided an increase to the enrichment programs in collaboration with the Yolo Arts Council, and the Let's Get Moovin/ Sports Program. We also increased participation in band this year. Moving forward we would like to focus on maintaining these opportunities for Freeman's students.

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

We did meet the goal as our band participation increased to 96 students this year. Freeman will also expand the opportunities students have to participate in extra curricular activities.

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

From the student focus groups, it was determined that a need to increase instances of kindness was necessary. For this reason, the Freeman community will have a constant focus on increasing the positive behaviors of students as they prepare for college, and/or careers. While there are several core competencies that WJUSD students should encompass upon graduating as indicated in the WJUSD graduate profile. Freeman will have a focus on creating responsible and productive citizens. Students will demonstrate a strong work ethic where they complete schoolwork on time, ask for assistance when needed and contribute to society. The Positive Behavior Interventions and Supports (PBIS) Rewards program together with Rachel's Challenge will help with decreasing instances of negative behaviors. Furthermore, participation in the arts such as band, art, and sports programs can lead to increased engagement. Students felt that having class meetings more often would lead to increased instances of students treating each other with respect. Additional funding was also allocated to supplement the Sanford Harmony Curriculum.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

After a thorough analysis of our data, the school identified a need to continue with the PLC/Rtl program. From the teacher survey, it was also determined that a focus on the Read Naturally reading program would increase student achievement. This was reinforced during the student focus groups as students indicated that they felt this program helped their fluency, vocabulary, and comprehension. ELAC (English Learner Advisory Committee) families also indicated that students learning their math facts would be helpful.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts (ELA).	In ELA 36% of students were classified as meeting or exceeding standards.	By May 2023 Freeman will move up to 38% meeting or exceeding standards.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	In Math 28% of students were classified as meeting or exceeding standards.	By May 2023 Freeman will increase up to 30% meeting or exceeding standards.
Performance level on ELA and Math Academic Indicator	Increase the performance level in ELA and Math from Yellow to Green.	By May 2023 Freeman will increase its performance level in ELA and Math from yellow to green as measured by CAASSP.
Number of students who are chronically absent	17.4% of students are Chronically Absent on the California Dashboard	By May 2023 Freeman will decrease the percentage of Chronically Absent students to 13.9% or less.
Student sense of safety and school connectedness	64% of fifth-grade students selected "Yes most of the time to their sense of safety.	Increase students' sense of safety from 64% to 70%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate	The suspension rate is .2%	By May 2023 decrease/maintain the suspension rate to less than .2%
Parent/family satisfaction on Healthy Kids Survey, on key indicators	73% of parents indicated that the school motivates students to learn.	83% of parents indicated that the school motivates students to learn.
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	36% of students had reached typical growth targets in reading by Jan. 2022 and in math, 32% of students had met their typical growth targets	By January of 2023 students will increase their Growth targets by 5% (ELA=38% and in Math= 34%)
Performance level on English Learner Progress Indicator (ELPI)	37.4% are making progress on ELPI Levels	Increase the percentage of students making progress towards English language proficiency to 45%.
Number of grade levels who completed at least 7 SMART goals using the Cycle of Inquiry.	4 out of 7 grade levels completed at least 7 SMART goals with at least 80% of their students demonstrating mastery on enduring standards.	Increase the number of grade levels that complete at least 7 SMART goals with at least 80% of their students demonstrating mastery on enduring standards to 7 out of 7 grade levels.
Increase the number of teachers who use Read Naturally with fidelity.	73% of 2nd-6th grade teachers indicated that they use the Read Naturally program with fidelity.	Increase this number of 2nd-6th grade teachers who use the Read Naturally reading program with fidelity to 100%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Funds will be used for the implementation of PLCs (Professional Learning Communities) in grades K-6th. This includes additional support staff, SSTs (Student Study Teams), additional leadership meetings, and materials.

- 1) The PLC framework will be used to continue to build a Response to Intervention (RTI) that hones in on 1st-best instruction. Teacher team meetings will be scheduled and notes will be taken during the meeting. Also, teachers will create common formative assessments, and use results from the CFAs to reflect on the impact of instruction as well as create intervention groups.
- 2.) Grade level weekly PLC Meetings will consistently use Google Docs so that all minutes, agendas, and data are located in one place and are shared by all staff.
- 3.) 100% of PLC lessons will be aligned to the enduring standards for the grade level. The rest of the standards will also be taught however a focus on the enduring standards will be expected.
- 4.) At least 7 SMART goals will be successfully completed by each grade level per year.
- 5.) Funds will also be spent on materials and supplies including supplemental programs to help with reducing disruptive behaviors to achieve the desired outcome.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
26112	Supplemental/Concentration
107503	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

When looking at data since we began PLCs, we were experiencing an upward trend in both reading and math achievement. According to i-Ready it appears that reading is at the same level as prior to the pandemic while in math we are increasing achievement but will need more time to be at pre-pandemic levels. During the 2018-19 school year i-Ready data indicated that student learning was on the upward trend. Once COVID-19 forced the school closures our data declined. A key strategy to combat the decline due to the pandemic is that Freeman continues to utilize the PLC framework. Also, we believe that a continued focus on the Read Naturally program will help student learning as this program focuses on vocabulary, fluency, and comprehension.

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

The Fountas and Pinnell reading program was not used as often as thought. It was difficult to implement both Read Naturally as well as Fountas and Pinnell during the same year. Our local assessments did indicate an increase to reading achievement from the previous year in reading we should continue to build upon that growth.

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

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

- At least 7 Specific Measurable Attainable, Relevant, Timely (SMART) goals must be successfully completed by each grade level.
- Increase the number of staff members who can assist with the reteach/accelerate groups in order to create smaller groupings.
- i-Ready data, interim SBAC data, and SBAC data will be triangulated in order to determine if our goals are working.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

Based on the i-Ready English Learner data we have identified that students have gaps in their learning. The English Learner Specialist will coordinate additional reading intervention groups for English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the reclassification rate for English Learners.	5.1% of English Learner Students were reclassified during the 2019-2020 school year.	By 2023 increase the reclassification rate from 5.1% to at least 7.0% (The State Average was 6.9%).
English Learner Progress Indicator (ELPI)	37.4% are making English Learner progress.	Increase the number of students who are making progress on the English Learner Progress Indicator to 45%.
Increase the EL growth as measured by li-ready	In March of 2022 English Learners had grown 70% of their typical growth.	By March of 2023, English Learners will grow at least 85% in reading progress towards their typical growth as measured by I-ready.
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	Members from the leadership team rated an average of 3.5 in terms of Principle 1 implementation of the California English Learner Roadmap Scale.	Maintain a rating of 3.5 and also focus on principle 2.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Funds are allocated to providing additional reading interventions to English Learners. This plan will assist students in moving at least 1 ELPI level per year to prevent English Learners from becoming Long-Term English Learners (LTELs). English Learners will have multiple opportunities to increase their literacy skills. Additionally, this includes funds to pay staff members an hourly rate to assess students' reading levels, and pay for translations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6740

Source(s)

Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

I-ready small groups lessons were used with English Learners along with other useful tools to assist in building students' literacy skills. ELs participated in the Response to Intervention (RtI) Process and teachers also were trained on the Read Naturally curriculum.

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

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

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

73% of teachers in grades 2nd-6th indicated that they were using the Read Naturally with fidelity. The Read Naturally program focuses on fluency, writing, comprehension, and accuracy. Additional funds were allocated to further support literacy among English Learners. The major difference is the addition of a literacy intervention class for English Learners.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged.	During 2021-22 Freeman collaborated with 4 organizations (2 Churches, Let's Get Moovin' Sports Program, and the Yolo Arts Council.)	Continue with the collaboration with our partners however organize 2 service projects throughout the year.
Number of extracurricular programs offered.	Freeman offered enrichment opportunities (ART, and Sports) enrichment opportunities during the 2021-2022 year.	Freeman will maintain the number of enrichment programs available to students.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys.	185 students in grades 3rd-6th completed the student surveys which led to the creation of the SPSA. This is 39% of all students.	Maintain or increase the number of participants to provide insights in the composition of the SPSA.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement).	During 2021-2022 33 students in grades 3rd-6th provided input in the creation of the SPSA. (7% of all Students)	Increase the number of students who provided input to at least 40 students
The Number of Participants in Freeman's Youth Advisory Council.	During 2021-2022 15 students participated in Freeman's Youth Advisory Council.	Increase the number of students who participate in the Youth Advisory Council to at least 20 students.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served through this strategy.

Strategy/Activity

During the needs assessment process students indicated that a focus on "making learning fun" would help students want to attend school. Teaching students about leadership as well as providing students more leadership opportunities will lead to more engaged students. Funds will be used to increase leadership opportunities for students. This may include the following:

- Funds to pay Rachel's Challenge personnel to train the Youth Advisory Council on promoting Random Acts of Kindness throughout the school.
- Funds will also be used to pay a staff member an hourly wage to facilitate this group.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7276

Source(s)

Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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

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

This year a student council was formed that included 15 participants. They led the school in promoting spirit, and provided feedback to this SPSA as well as spearheaded the distribution of Freeman's Enrichment funds. Students also conducted events that focused on increasing school pride.

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 Rachel's Challenge Program will be hired to train our Youth Advisory Council as we work collectively on promoting kindness throughout our school. The Council will also focus on providing the school with at least 2 service projects.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$108,782
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$169,010.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$107,503.00
Title I Part A: Parent Involvement	\$1,279.00

Subtotal of additional federal funds included for this school: \$108,782.00

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	\$60,228.00

Subtotal of state or local funds included for this school: \$60,228.00

Total of federal, state, and/or local funds for this school: \$169,010.00

School Site Council Membership

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

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

Name of Members	Role
Eduardo Gonzalez	Principal
Navdeep Brar	Other School Staff
Rosa Sanchez	Parent or Community Member
Faiza Muzzamil	Parent or Community Member
Frank Avila	Parent or Community Member
Celina Freitas	Parent or Community Member
Julia Logan	Classroom Teacher
Theresa Wheeler	Classroom Teacher
Steven Borchers	Classroom Teacher
Eugene Spencer	Parent or Community Member

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

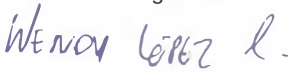
Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee 5/13/22

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 4/27/22.

Attested:

	Principal, Eduardo Gonzalez on 5/13/22
	SSC Chairperson, Eugene Spencer on 5/13/22