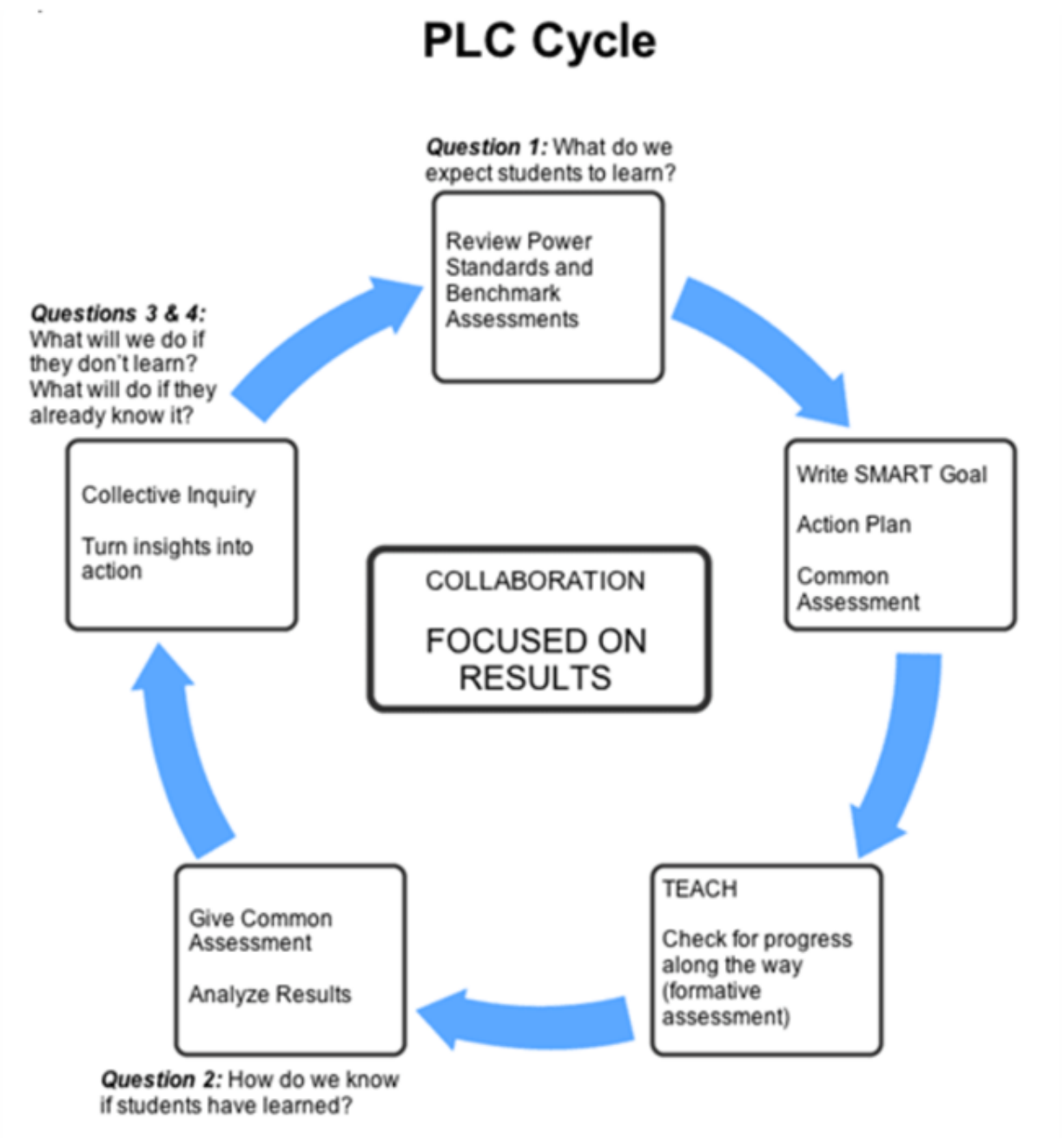




School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Freeman School	Elementary	57727100000000	4/17/25	5/22/25

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement	6
Resource Inequities	7
Comprehensive Needs Assessment Components	7
California School Dashboard (Dashboard) Indicators.....	7
Other Needs.....	7
School and Student Performance Data	9
Student Enrollment.....	9
CAASPP Results.....	12
ELPAC Results	17
Student Population.....	21
Overall Performance	23
Academic Performance.....	25
Academic Engagement	31
Conditions & Climate.....	34
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1.....	36
Goal 2.....	39
Goal 3.....	46
Goal 4.....	49
Budget Summary	52
Budget Summary	52
Other Federal, State, and Local Funds	52
Budgeted Funds and Expenditures in this Plan	53
Funds Budgeted to the School by Funding Source.....	53
Expenditures by Funding Source	53
Expenditures by Budget Reference	53
Expenditures by Budget Reference and Funding Source	53
Expenditures by Goal.....	53
School Site Council Membership	54
Recommendations and Assurances	55
Instructions.....	56
Appendix A: Plan Requirements	63
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	66

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 needs assessment, surveys, and/or focus groups were 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. The community partners involved include the English Learner Advisory Committee (ELAC), the School Site Council (SSC), the teacher leadership team, 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 English Learner Advisory Committee (ELAC), identified as a potential need was to increase math achievement. Freeman staff felt that there were teachers who are obtaining above-average results and it would be beneficial if they provided more professional development opportunities for the staff. ELAC families also discussed the importance of funding a paraprofessional but then also identified that the funds would also benefit the school if they were used on professional development. The teacher leadership (Guiding Coalition Team) team identified a focus area that includes a stronger focus on school climate. The Guiding Coalition team also discussed and agreed that a tool that can be used for increasing reading achievement is purchasing the Read Naturally Live program as it now has an artificial intelligence feature that can assist teachers in filling in gaps that students may have in reading. Additionally, the "What Works Clearinghouse," identified the Read Naturally program as having promising effects in terms of increasing reading achievement. We will discontinue using Accelerated Reading as the research has very mixed results, and we have been using it for years. The School Site Council (SSC) identified having a strong focus on math. During the guiding coalition team meeting, it was determined that our own staff can provide additional professional development to staff who may need it rather than outsourcing this to a consultant. There are staff whose students are receiving high results in math. Our Chronic Absenteeism rate was 27.7% which was a decrease from the previous year of 33.3%. Continuing to focus on Chronic Absenteeism rates will continue to improve math results as when students are absent frequently their math learning becomes fragmented.

-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) plays a crucial role in the school's governance and improvement process. Meeting at least five times per year, the SSC reviews school data, monitors progress on School Plan for Student Achievement (SPSA) goals, participates in needs assessments, and develops and approves the annual school plan.

Comprehensive Needs Assessment:

The school conducted needs assessments and surveys with multiple stakeholder groups, including: English Language Advisory Committee (ELAC), School Site Council (SSC), staff, and students. Each meeting involved an in-depth review of recent local data, including: academic achievement, attendance rates, reclassification rates, suspension rates, i-Ready assessment data, and progress towards Specific Measurable Attainable, Relevant, and Timely (SMART) goal completion.

Some Key areas identified for improvement included:

- Additional incentives for positive behavior and attendance.

-Increase ELA and Math achievement.

- Focus on small-group learning settings.

Student Input:

Freeman's Youth Advisory Council (YAC) participated in focus groups to identify areas of need. Nineteen students participated in these focus groups, and 296 student surveys were completed (70% participation rate). Key findings include:

- Students found intervention time (WIN - "What I Need") helpful for improving reading and math skills.
- Desire for expanded student store offerings.
- Continued interest in the Royal King's Dance Academy program.
- Appreciation for the Let's Get Moovin' sports program.
- Request for additional rewards like a "Game Truck" to promote positive attendance and behavior.

Teacher Input:

A teacher survey conducted in Spring 2025 revealed:

- Interest in a December event to celebrate positive student behavior and attendance.
- There is a need for more engaging activities to increase student attendance.

School Site Council Recommendations:

- Focus on math achievement by identifying which grades need the most support.

- Engage families through a family math night.

Plan Approval:

SSC reviewed the plan on February 25, 2025, and approved it on April 14, 2025. ELAC reviewed and approved the plan on April 14, 2025.

More Identified Key Strategies:

- Continuation of programs: Read Naturally, small-group interventions, and partnerships with Let's Get Moovin'.
- Increased focus on attendance improvement.

The site plan addresses four main areas: College and Career Readiness, Academic Intervention and Support, English Learners, and Creating Meaningful Leadership Opportunities for Students

By incorporating input from various stakeholders and focusing on data-driven decision-making, Freeman Elementary aims to create a comprehensive and effective plan for student achievement and school improvement.

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.

Freeman's Students with Disabilities and students with two or more races was red in terms of suspensions as measured by the California Dashboard.

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 was red as measured by the California Dashboard.

Other Needs

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

Freeman's White students in terms of Chronically Absent students was red as measured by the California Dashboard.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.89%	0.9%	0.71%	4	4	3
African American	2.44%	2.26%	3.56%	11	10	15
Asian	2.44%	2.94%	4.04%	11	13	17
Filipino	0.44%	0.45%	0.71%	2	2	3
Hispanic/Latino	77.38%	74.89%	73.87%	349	331	311
Pacific Islander	%	0.23%	%	0	1	
White	11.09%	11.31%	10.45%	50	50	44
Two or More Races	2.44%	3.85%	3.80%	11	17	16
Not Reported	2.88%	3.17%	2.85%	13	14	12
Total Enrollment				451	442	421

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	56	61	42
Grade 1	59	62	63
Grade 2	53	61	66
Grade3	64	49	62
Grade 4	62	66	53
Grade 5	80	61	67
Grade 6	77	82	63
Total Enrollment	451	442	421

Conclusions based on this data:

1. The percentage of students who identify as Hispanic has declined over the past 2 years.
2. Freeman's African American population has increased.
3. For the second straight year, enrollment declined at Freeman.



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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	133	119	108	29.5%	26.9%	25.7%
Fluent English Proficient (FEP)	75	67	71	16.6%	15.2%	16.9%
Reclassified Fluent English Proficient (RFEP)					18%	21%

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 from 18% to 21%. The district and school staff have focused on EL strategies as well as enrichment opportunities.

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.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	57	48	60	54	45	59	54	45	59	94.7	93.8	98.3
Grade 4	46	60	56	45	60	51	44	60	51	97.8	100.0	91.1
Grade 5	80	50	62	80	49	61	80	49	61	100.0	98.0	98.4
Grade 6	77	79	53	73	77	52	73	77	52	94.8	97.5	98.1
All Grades	260	237	231	252	231	223	251	231	223	96.9	97.5	96.5

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2398.	2422.	2356.	9.26	24.44	3.39	24.07	31.11	20.34	33.33	22.22	22.03	33.33	22.22	54.24
Grade 4	2414.	2409.	2433.	11.36	3.33	15.69	18.18	15.00	27.45	22.73	31.67	11.76	47.73	50.00	45.10
Grade 5	2450.	2471.	2455.	6.25	14.29	4.92	26.25	22.45	27.87	20.00	30.61	22.95	47.50	32.65	44.26
Grade 6	2517.	2512.	2460.	13.70	11.69	7.69	30.14	29.87	17.31	30.14	25.97	23.08	26.03	32.47	51.92
All Grades	N/A	N/A	N/A	9.96	12.55	7.62	25.50	24.68	23.32	26.29	27.71	20.18	38.25	35.06	48.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.56	6.67	5.08	64.81	77.78	57.63	29.63	15.56	37.29
Grade 4	11.36	6.67	11.76	61.36	53.33	58.82	27.27	40.00	29.41
Grade 5	10.00	16.33	4.92	53.75	63.27	65.57	36.25	20.41	29.51
Grade 6	15.07	10.39	9.62	54.79	55.84	38.46	30.14	33.77	51.92
All Grades	10.76	9.96	7.62	57.77	61.04	55.61	31.47	29.00	36.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.85	15.56	1.69	68.52	64.44	47.46	29.63	20.00	50.85
Grade 4	4.55	0.00	13.73	45.45	55.93	45.10	50.00	44.07	41.18
Grade 5	8.75	12.24	6.56	51.25	46.94	59.02	40.00	40.82	34.43
Grade 6	15.07	14.29	5.77	58.90	46.75	42.31	26.03	38.96	51.92
All Grades	8.37	10.43	6.73	56.18	52.61	48.88	35.46	36.96	44.39

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.11	6.67	5.08	77.78	73.33	74.58	11.11	20.00	20.34
Grade 4	6.82	11.67	3.92	68.18	68.33	78.43	25.00	20.00	17.65
Grade 5	6.25	6.12	9.84	81.25	73.47	78.69	12.50	20.41	11.48
Grade 6	17.81	16.88	11.54	71.23	63.64	55.77	10.96	19.48	32.69
All Grades	10.76	11.26	7.62	75.30	68.83	72.20	13.94	19.91	20.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.26	17.78	8.47	66.67	62.22	52.54	24.07	20.00	38.98
Grade 4	6.82	3.33	11.76	63.64	76.67	62.75	29.55	20.00	25.49
Grade 5	8.75	18.37	4.92	56.25	57.14	60.66	35.00	24.49	34.43
Grade 6	23.29	12.99	5.77	64.38	68.83	61.54	12.33	18.18	32.69
All Grades	12.75	12.55	7.62	62.15	67.10	59.19	25.10	20.35	33.18

Conclusions based on this data:

1. There was a 6% point decrease in overall ELA. This may be attributed to the high number of new staff who required training that Freeman has hired during the past 2 years. (5/8 teachers in grades 3rd-6th are new).

2. There was also a decline in writing. This will also need to be a focus during 2025-26.
3. There was an increase of students who are below standard with Research/Inquiry. This may be attributed to the amount of new staff at Freeman who had many things to learn. During 2025-26 this will be a focus.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	57	48	60	53	45	59	53	45	59	93.0	93.8	98.3
Grade 4	46	60	56	45	59	55	45	59	55	97.8	98.3	98.2
Grade 5	80	50	62	80	49	62	79	49	62	100.0	98.0	100
Grade 6	77	79	53	75	78	53	75	78	53	97.4	98.7	100
All Grades	260	237	231	253	231	229	252	231	229	97.3	97.5	99.1

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2407.	2442.	2394.	3.77	24.44	3.39	32.08	24.44	25.42	35.85	35.56	33.90	28.30	15.56	37.29
Grade 4	2451.	2432.	2446.	11.11	1.69	10.91	28.89	18.64	21.82	26.67	44.07	29.09	33.33	35.59	38.18
Grade 5	2456.	2469.	2469.	5.06	10.20	3.23	16.46	16.33	22.58	30.38	32.65	32.26	48.10	40.82	41.94
Grade 6	2483.	2503.	2430.	6.67	14.10	3.77	10.67	17.95	13.21	37.33	32.05	18.87	45.33	35.90	64.15
Grade 11															
All Grades	N/A	N/A	N/A	6.35	12.12	5.24	20.24	19.05	20.96	32.94	35.93	28.82	40.48	32.90	44.98

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.98	37.78	13.56	49.06	46.67	62.71	33.96	15.56	23.73
Grade 4	28.89	6.78	7.27	37.78	61.02	54.55	33.33	32.20	38.18
Grade 5	7.59	16.33	12.90	48.10	46.94	56.45	44.30	36.73	30.65
Grade 6	10.67	19.23	5.66	50.67	43.59	37.74	38.67	37.18	56.60
Grade 11									
All Grades	14.29	19.05	10.04	47.22	49.35	53.28	38.49	31.60	36.68

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.66	24.44	5.08	58.49	55.56	54.24	35.85	20.00	40.68
Grade 4	13.33	5.08	9.09	53.33	49.15	52.73	33.33	45.76	38.18
Grade 5	3.80	10.20	1.61	53.16	48.98	45.16	43.04	40.82	53.23
Grade 6	4.00	7.69	1.89	58.67	51.28	37.74	37.33	41.03	60.38
All Grades	5.95	10.82	4.37	55.95	51.08	47.60	38.10	38.10	48.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.55	22.22	5.08	64.15	62.22	64.41	28.30	15.56	30.51
Grade 4	6.67	1.69	14.55	57.78	64.41	60.00	35.56	33.90	25.45
Grade 5	5.06	8.16	1.61	51.90	61.22	66.13	43.04	30.61	32.26
Grade 6	9.33	7.69	3.77	48.00	66.67	39.62	42.67	25.64	56.60
All Grades	7.14	9.09	6.11	54.37	64.07	58.08	38.49	26.84	35.81

Conclusions based on this data:

- Overall, 26% of students are meeting or exceeding academic standards in math, a 5% point decrease.
- The overall scaled score's largest decline was in 6th grade.
- There is a decline in many areas from 2022-23 to 2023-24. This is the year that there was a large staff turnover.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1361.9	1414.1	1413.6	1373.3	1412.8	1418.8	1334.8	1416.6	1401.3	15	17	13
1	1416.3	1414.3	1412.6	1438.6	1442.7	1454.3	1393.5	1385.5	1370.4	21	15	16
2	1454.2	1454.2	1470.8	1474.4	1460.8	1491.1	1433.2	1447.3	1449.9	19	21	15
3	1498.5	1498.6	1497.5	1512.9	1508.2	1511.2	1483.4	1488.8	1483.3	11	19	23
4	1519.8	1517.4	1497.4	1540.1	1521.8	1503.3	1498.8	1512.5	1490.9	12	13	19
5	1524.4	*	*	1529.3	*	*	1519.0	*	*	18	9	10
6	1548.5	1525.3	*	1557.0	1534.3	*	1539.7	1515.8	*	20	16	7
All Grades										116	110	103

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	11.76	23.08	13.33	58.82	30.77	46.67	17.65	23.08	40.00	11.76	23.08	15	17	13
1	0.00	0.00	0.00	14.29	13.33	25.00	33.33	53.33	43.75	52.38	33.33	31.25	21	15	16
2	5.26	0.00	20.00	31.58	14.29	40.00	52.63	80.95	20.00	10.53	4.76	20.00	19	21	15
3	9.09	21.05	13.04	54.55	36.84	34.78	36.36	31.58	47.83	0.00	10.53	4.35	11	19	23
4	25.00	23.08	26.32	50.00	53.85	26.32	8.33	15.38	21.05	16.67	7.69	26.32	12	13	19
5	16.67	*	*	44.44	*	*	33.33	*	*	5.56	*	*	18	*	*
6	35.00	6.25	*	40.00	62.50	*	15.00	18.75	*	10.00	12.50	*	20	16	*
All Grades	12.93	11.82	19.42	33.62	37.27	31.07	32.76	36.36	30.10	20.69	14.55	19.42	116	110	103

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.33	17.65	23.08	0.00	52.94	38.46	46.67	11.76	15.38	40.00	17.65	23.08	15	17	13
1	0.00	6.67	37.50	33.33	26.67	37.50	61.90	53.33	6.25	4.76	13.33	18.75	21	15	16
2	26.32	0.00	33.33	36.84	52.38	46.67	31.58	47.62	13.33	5.26	0.00	6.67	19	21	15
3	36.36	42.11	56.52	63.64	42.11	39.13	0.00	5.26	0.00	0.00	10.53	4.35	11	19	23
4	58.33	69.23	36.84	25.00	15.38	36.84	8.33	7.69	10.53	8.33	7.69	15.79	12	13	19
5	44.44	*	*	50.00	*	*	0.00	*	*	5.56	*	*	18	*	*
6	55.00	56.25	*	30.00	25.00	*	5.00	6.25	*	10.00	12.50	*	20	16	*
All Grades	31.90	30.00	41.75	33.62	38.18	37.86	24.14	21.82	6.80	10.34	10.00	13.59	116	110	103

Written 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	11.76	15.38	25.93	23.53	23.08	33.33	47.06	46.15	40.74	17.65	15.38	27	17	13
1	0.00	0.00	0.00	0.00	6.67	12.50	9.09	13.33	6.25	90.91	80.00	81.25	22	15	16
2	0.00	0.00	6.67	0.00	19.05	40.00	30.77	33.33	6.67	69.23	47.62	46.67	13	21	15
3	0.00	5.26	8.70	4.55	31.58	13.04	27.27	31.58	43.48	68.18	31.58	34.78	22	19	23
4	4.17	7.69	5.26	0.00	30.77	21.05	20.83	30.77	36.84	75.00	30.77	36.84	24	13	19
5	8.70	*	*	4.35	*	*	43.48	*	*	43.48	*	*	23	*	*
6	10.00	6.25	*	30.00	6.25	*	50.00	62.50	*	10.00	25.00	*	20	16	*
All Grades	2.59	5.45	6.80	22.41	20.00	22.33	37.07	36.36	30.10	37.93	38.18	40.78	116	110	103

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	23.53	15.38	60.00	52.94	61.54	40.00	23.53	23.08	15	17	13
1	19.05	20.00	50.00	61.90	73.33	31.25	19.05	6.67	18.75	21	15	16
2	15.79	0.00	20.00	78.95	90.48	73.33	5.26	9.52	6.67	19	21	15
3	27.27	21.05	26.09	72.73	63.16	69.57	0.00	15.79	4.35	11	19	23
4	58.33	38.46	26.32	33.33	53.85	47.37	8.33	7.69	26.32	12	13	19
5	11.11	*	*	83.33	*	*	5.56	*	*	18	*	*
6	15.00	12.50	*	75.00	75.00	*	10.00	12.50	*	20	16	*
All Grades	18.97	18.18	29.13	68.10	68.18	55.34	12.93	13.64	15.53	116	110	103

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	11.76	30.77	33.33	76.47	46.15	46.67	11.76	23.08	15	17	13
1	0.00	6.67	25.00	80.95	73.33	62.50	19.05	20.00	12.50	21	15	16
2	15.79	4.76	66.67	78.95	90.48	26.67	5.26	4.76	6.67	19	21	15
3	72.73	63.16	60.87	27.27	31.58	34.78	0.00	5.26	4.35	11	19	23
4	58.33	69.23	73.68	33.33	23.08	10.53	8.33	7.69	15.79	12	13	19
5	83.33	*	*	11.11	*	*	5.56	*	*	18	*	*
6	85.00	81.25	*	5.00	12.50	*	10.00	6.25	*	20	16	*
All Grades	45.69	39.09	58.25	40.52	51.82	29.13	13.79	9.09	12.62	116	110	103

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	11.76	15.38	73.33	76.47	69.23	26.67	11.76	15.38	15	17	13
1	0.00	6.67	6.25	14.29	6.67	6.25	85.71	86.67	87.50	21	15	16
2	0.00	4.76	6.67	68.42	42.86	46.67	31.58	52.38	46.67	19	21	15
3	0.00	5.26	4.35	63.64	36.84	47.83	36.36	57.89	47.83	11	19	23
4	0.00	7.69	5.26	66.67	69.23	42.11	33.33	23.08	52.63	12	13	19
5	5.56	*	*	55.56	*	*	38.89	*	*	18	*	*
6	15.00	6.25	*	50.00	37.50	*	35.00	56.25	*	20	16	*
All Grades	3.45	9.09	6.80	53.45	42.73	42.72	43.10	48.18	50.49	116	110	103

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	41.18	38.46	40.00	47.06	30.77	60.00	11.76	30.77	15	17	13
1	0.00	0.00	0.00	66.67	66.67	56.25	33.33	33.33	43.75	21	15	16
2	15.79	4.76	20.00	31.58	71.43	53.33	52.63	23.81	26.67	19	21	15
3	9.09	26.32	4.35	90.91	57.89	86.96	0.00	15.79	8.70	11	19	23
4	0.00	38.46	31.58	75.00	46.15	42.11	25.00	15.38	26.32	12	13	19
5	27.78	*	*	61.11	*	*	11.11	*	*	18	*	*
6	10.00	12.50	*	80.00	75.00	*	10.00	12.50	*	20	16	*
All Grades	9.48	19.09	16.50	62.07	60.91	57.28	28.45	20.00	26.21	116	110	103

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 the enrichment opportunities provided in the site plan.

2. In the writing domain scores increased from the previous year in the well developed and somewhat or moderately developed for grades declines from 80 points to 74 points.
3. There is an asterisk in many places for 5th and 6th grades. There are few students who we have left to reclassify.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
421	88.6%	25.7%	0.7%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	108	25.7%
Foster Youth	3	0.7%
Homeless	4	1%
Socioeconomically Disadvantaged	373	88.6%
Students with Disabilities	126	29.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	3.6%
American Indian	3	0.7%
Asian	17	4%
Filipino	3	0.7%
Hispanic	311	73.9%
Two or More Races	16	3.8%
Pacific Islander	0	0.0%
White	44	10.5%

Conclusions based on this data:

- 88.6% of students are economically disadvantaged. Ensuring that these students master key concepts is crucial to their learning.

2. 29.9% 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.). Identifying and removing barriers to learning is critical for SWD.
3. Four students are homeless. Allocating more support for these students will help address their needs. The Tier 2 team monitors our students and provides assistance as needed.

School and Student Performance Data

Overall Performance

The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Freeman must work to increase the overall performance from Orange to Yellow in math and reading.
- Chronic Absenteeism rates continue to be an area of focus, and decreasing these rates even more would help us with other subjects. If a student is away from school, their absence logically impedes learning.

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

School and Student Performance Data

Academic Performance English Language Arts

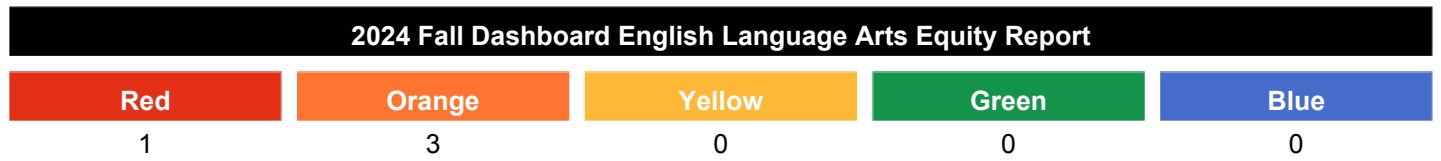
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 48.0 points below standard Declined 23.2 points 236 Students	English Learners  Orange 68.0 points below standard Declined 16.4 points 77 Students	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Orange 48.8 points below standard Declined 21.9 points 208 Students

Students with Disabilities  Red 82.4 points below standard Declined 8.9 points 75 Students	African American  No Performance Color Less than 11 Students 5 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  No Performance Color Less than 11 Students 9 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Orange 45.7 points below standard Declined 17.5 points 175 Students
Two or More Races  No Performance Color Less than 11 Students 9 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 26.2 points below standard Declined 33.0 points 25 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students are 48.8 points below standard.
2. Students With Disabilities are 82.4 points below standard in ELA. Identifying barriers to learning and assisting them with these barriers is important. Also providing these students with extra learning opportunities is important.
3. All subgroups declined in reading.

School and Student Performance Data

Academic Performance Mathematics

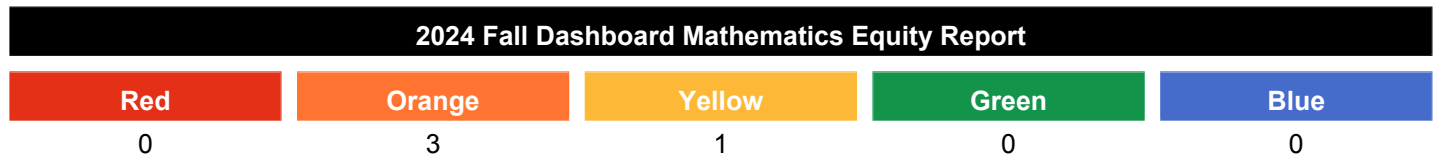
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 53.9 points below standard Declined 16.1 points 238 Students	English Learners  Orange 65.9 points below standard Declined 6.1 points 79 Students	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Orange 53.9 points below standard Declined 11.1 points 210 Students

Students with Disabilities  Yellow 80.7 points below standard Increased 15.2 points 75 Students	African American  No Performance Color Less than 11 Students 5 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  No Performance Color Less than 11 Students 9 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Orange 49.0 points below standard Declined 6.7 points 177 Students
Two or More Races  No Performance Color Less than 11 Students 9 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 49.1 points below standard Declined 41.8 points 25 Students

Conclusions based on this data:

1. In math, Freeman is Orange. To increase this color to Orange, 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 80.7 points below standard. They increased their scores. A focus on Universal Design for Learning during lesson planning is important.
3. Socioeconomically disadvantaged students scored at the orange level.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
60.9% making progress.	making progress.
Number Students: 87 Students	Number Students: 2 Students

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.

2024 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
10.3%	27.6%	0%	57.5%

Conclusions based on this data:

- 27.6% students maintained their ELPI level. Ensuring that these students make progress is of the utmost importance. Funds were allocated for ELs to provide additional tutoring services.
- 57.5% of English Learners progressed at least one ELPI level.
- 10.3% of students decreased one ELPI level. A continued focus on ensuring students do not regress will be a continued focus.

School and Student Performance Data

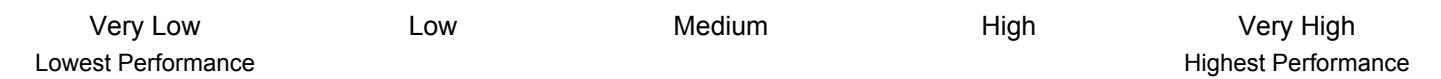
Academic Performance College/Career Report

The 2024 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.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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 2024 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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

27.7% Chronically Absent

Declined 5

448 Students

English Learners



Yellow

14.4% Chronically Absent

Declined 18.4

118 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

9 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

6 Students

Socioeconomically Disadvantaged



Yellow

28.7% Chronically Absent

Declined 4.5

397 Students

Students with Disabilities  Orange 33.6% Chronically Absent Declined 4.2 140 Students	African American  No Performance Color 43.8% Chronically Absent Declined 1.7 16 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  No Performance Color 11.8% Chronically Absent Declined 19 17 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Yellow 26.8% Chronically Absent Declined 5.4 332 Students
Two or More Races  Orange 22.6% Chronically Absent Declined 14.9 31 Students	Pacific Islander  No Performance Color 0 Students	White  Red 39.1% Chronically Absent Increased 11.1 46 Students

Conclusions based on this data:

1. The number of chronically absent students is at 27.7%. Although there was a decline Freeman must continue to focus on improving attendance for all subgroups.
2. The White subgroup's chronically absent rate is very high at 39.1% and classified as chronically absent. This is an increase from the previous year.
3. The most significant decline was with our English Learners, as they declined by 18.4%.

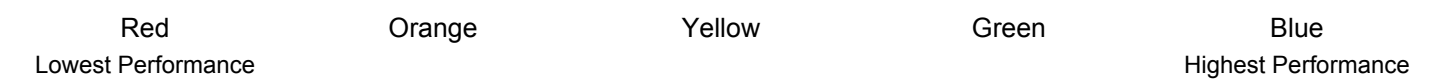
School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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 number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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

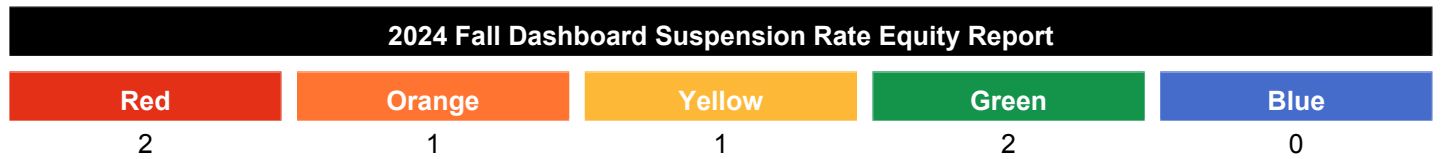
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 4% suspended at least one day Declined 0.3% 451 Students	English Learners  Green 0.8% suspended at least one day Declined 1.5% 121 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Socioeconomically Disadvantaged  Yellow 4% suspended at least one day Declined 0.9% 398 Students

Students with Disabilities  Red 6.4% suspended at least one day Increased 0.8% 140 Students	African American  No Performance Color 12.5% suspended at least one day Declined 5.7% 16 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 17 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Green 2.4% suspended at least one day Declined 1% 335 Students
Two or More Races  Red 16.1% suspended at least one day Increased 13% 31 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 6.5% suspended at least one day Declined 3.1% 46 Students

Conclusions based on this data:

1. Suspension rates were elevated during the 2023-24 school year, as there was a 4% suspension rate so this number is on the decline.
2. Students with Disabilities have a suspension rate of 6.4% which is higher than Freeman's average.
3. White students were suspended at 6.5%. This was a decline so Freeman is moving in the correct direction. This is due to our MTSS model.

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.

Increase student engagement in order to decrease Freeman's Chronic Absenteeism rate. This will increase the overall achievement of our students.

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).	2025-2026- A baseline will be established with the hiring of new VAPA Staff.	
Number of students who participate 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.) 2024-25 - 76 students participate in band instruction.	Maintain or increase the number of students who participate in band instruction.

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	All students with an emphasis on socioeconomically disadvantaged students.	13724 Supplemental/Concentration 10205 Site Discretionary

	field trips. A VAPA teacher will also be hired and funds will be used go provide VAPA-related materials and supplies.		79036 Arts and Music in Schools
1.2	Funds will be used to purchase admission to the CAFE conference for families in order to better support the education of students.	All students with an emphasis on English Learners.	1046 Title I Part A: Parent Involvement
1.12			

Annual Review

SPSA Year Reviewed: 2024-25

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 school's band program experienced a slight decline in participation, with numbers dropping from 84 to 76 students. It's important to consider that it may be partially attributed to an overall decrease in school enrollment.

Despite this decline, it's encouraging to note that during the 2024-25 school year, 18% of our student body participated in band instruction. This significant percentage demonstrates a continued interest in musical education among our students.

In addition to our music program, we implemented the "Let's Get Moovin'," program to promote physical activity. This program organized various sports activities for students, aiming to increase overall engagement in physical education. However, it's worth noting that the program's presence at Freeman was not as extensive as initially planned due to a decrease in funding, which may have limited its impact.

Moving forward, we'll be evaluating our band, VAPA programs and physical activity initiatives to ensure we're meeting our students' needs and interests effectively.

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 Elementary faced challenges in collaborating with the Yolo Arts Council due to reduced funding and limited engagement with the Let's Get Moovin' program. However, looking ahead to the next academic year, Freeman is committed to enhancing its arts offerings by hiring a dedicated staff member focused on Visual and Performing Arts. This strategic move aims to revitalize and strengthen our arts program, ensuring that students have access to a rich and engaging educational experience.

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.

Freeman Elementary's PBIS team meetings revealed promising insights into student behavior and engagement. The data analysis showed a notable decline in behavioral incidents on days when the Let's Get Moovin' program was present, highlighting its positive impact on student conduct. Furthermore, the Youth Advisory Council expressed enthusiasm for the program and advocated for its return, underscoring its popularity among students. Additionally the SAEBS data (Universal Screener that assesses social, emotional and academic risk) revealed that in terms of SEL, there are less there was a 17% point increase from 79% to 96%. This 17% point increase indicates that more students responding to our Tier 1 and 2 interventions for SEL. Only 4% of Freeman students were in the at-risk categories.

In alignment with the Woodland Joint Unified School District's (WJUSD) graduate profile, Freeman Elementary is committed to nurturing well-rounded individuals who are not only academically proficient but also socially adept. The school recognizes that social development is a crucial component of future success and aims to cultivate responsible and productive citizens.

In alignment with the graduate profile, a change that was made was the addition of the Visual and Performing Arts (VAPA) program for students. A focus on VAPA can further decrease Chronic Absenteeism rates as it is expected to increase engagement. A focus on VAPA also promotes critical thinking skills.

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 a thorough analysis of our data, the school has identified a clear need to improve math and reading achievement further. To address this, one of our key strategies will be to strengthen and prioritize the PLC/RTI program. Students have consistently expressed their appreciation for small-group instruction, noting that it significantly enhances their learning experience.

Additionally, feedback from ELAC (English Learner Advisory Committee) families highlighted the importance of investing in professional development, particularly given the presence of many new staff members. This focus on professional growth will ensure that educators are equipped with the tools and strategies needed to support student success effectively. By combining targeted instruction with ongoing staff development, the school is committed to fostering academic excellence and meaningful learning outcomes for all students.

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).	2021-22- The student performance level in ELA is orange or low. 2022-23- The student performance level in ELA is medium or yellow. 2023-24- The student performance level in ELA is orange or low.	By May 2026, Freeman will improve to the yellow or high-performance level.
Level of Students with Disabilities (SWDs) on the California Dashboard in Math and ELA.	2021-22- SWD is Low or Orange in math, and in ELA, SWD are very low or in red. 2022-23- In math and ELA, SWD are low or in the red category. 2023-24- In math SWDs are yellow or medium and in ELA SWD are red or very low.	By May 2026, the SWD's achievement level in ELA will also increase to the yellow level.

Performance level on Math	2021-22- In math student performance is low or orange. 2022-23- In math student performance level is medium or yellow. 2023-24- In math student performance level is low or orange.	By May 2026, Freeman will improve to the yellow or medium level.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment 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. 2023-24- 31% of students were classified as meeting or exceeding standards in ELA.	By May 2026, Freeman will have moved up to 35%, meeting or exceeding standards.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	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. 2023-24- 26% of students were classified as meeting or exceeding standards in math.	By May 2026, Freeman will increase up to 30%, meeting or exceeding standards.
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) 2024-25- 79% - of fifth-grade students selected, "Yes, most of the time to school connectedness."	Increase students' sense of safety from 79% to 81%.
Suspension rate	2021-22- The suspension rate is 3.9%. 2022-23- The suspension rate is 4.3%. 2023-24- The suspension rate is 4%.	By May 2026, decrease/maintain the suspension rate to less than 3.8%
Percentage of White students who are suspended.	2022-23- 9.6% 2023-24- 6.5%	Decrease the number of White students suspended from 6.5% to 6.0%.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	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).	Maintain more than 90% of parents will indicate that the school motivates students to learn.

	2024-15- 100% of parents agreed or strongly agreed 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 April 2024, and in math, 37% of students had met their typical growth targets 2024-2025- 42% met growth targets in ELA and 36% in Math	By April 15, 2026 students will increase their Growth targets by 5% (ELA=48% and in Math= 39%)
Results on ELPAC test	2021-22- 12.93% of English Learners are proficient 2022-23- 11.82% of English Learners are proficient. 2023-24- 7.32% of English Learners are proficient.	Increase the percentage of students demonstrating proficiency in ELA on state assessments to 13%.
Number of grade levels who completed at least 10 SMART goals using the Cycle of Inquiry.	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. 2024-2025- 6 out of 7 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.
Self Evaluation for Professional Learning Community (PLC) Implementation (1-10) implementation, 5 signifying initial implementation, and 10 signifying full implementation	New metric 2023-24- 7 2024-25- 8	Increase the self rating to at least an 8 or greater.
Percentage of students who are successful with Tier 1 interventions as measured by SAEBRS.	2022-23 (81%) 2023-24 (85%) 2024-25- (86%)	Increase the number of successful students with Tier 1 interventions as measured by SAEBRS to 87%.
Percentage of students who are in the no risk of some risk category as measured by SAEBRS. (SEL monitoring)	2023- 96% of students 2024-96% of students 2025- 97% of students	Maintain or increase the percentage of students who are low to some risk.

Percentage of students to report that they are likely to tell a bully to stop saying mean things about someone's race or skin color.	2024- 72%	Increase the data from the SCOE's bullying report to more than 80%.
Chronic absenteeism	22-23: 23-24: 24-25: Yellow at 27.7%, white students are red, with 39.1%	Reduce chronic absenteeism rate to 22%, with white students reduced to 33%

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 strategically allocated to implement and enhance Professional Learning Communities (PLCs) across grades K-6. This comprehensive approach includes: Strengthening Response to Intervention (RTI): Focus on first-best instruction Scheduled teacher team meetings with documented notes Creation and utilization of common formative assessments (CFAs) Data-driven reflection on instructional impact Formation of targeted intervention groups Streamlining Communication: Consistent use of Google Docs for all grade-level weekly PLC meetings Centralized storage and sharing of minutes, agendas, and data Curriculum Alignment: 100% alignment of PLC lessons with grade-level enduring standards Comprehensive coverage of all standards, with emphasis on core competencies Goal-Oriented Approach: Implementation of at least 10 SMART goals per grade level annually Behavioral Support:	All students with an emphasis on students who are low socioeconomically disadvantaged and English Learners.	39,548 Supplemental/Concentration 3467 Site Discretionary

	Investment in materials, supplies, and supplemental programs to reduce disruptive behaviors and promote positive outcomes Professional Development: Allocation of funds for RTI development resources and ongoing professional learning opportunities This multi-faceted approach aims to create a cohesive, data-driven learning environment that supports both student achievement and educator growth. By investing in these key areas, we are committed to fostering a culture of continuous improvement and academic excellence.		
2.2	Funds will be utilized to fund 2 paraprofessionals to assist with literacy and numeracy.	All students with an emphasis on students with disabilities, low SES, and English learners.	63390 Title I Part A: Basic Grants Low-Income and Neglected
2.3	Funds to provide professional development for staff members.	This will benefit all students at Freeman.	9,500 Title I Part A: Basic Grants Low-Income and Neglected
2.4	Funds to provide collaboration/response to intervention tutoring groups.	All students with an emphasis on students with disabilities, low SES, and English learners.	14985 Title I Part A: Basic Grants Low-Income and Neglected
2.5	Funds to pay for copier/click to have resources for additional support services.	All students with an emphasis on students with disabilities, low SES, and English learners.	4,000 Title I Part A: Basic Grants Low-Income and Neglected
2.6	Funds to purchase additional licenses for websites that assist with literacy skills (ESGI)	All students with an emphasis on students with disabilities, low SES, and English learners.	700 Supplemental/Concentration
2.7	Funds to purchase headphones to assist with the Read Naturally program.	All students with an emphasis on students with disabilities, low SES, and English learners.	500 Title I Part A: Basic Grants Low-Income and Neglected
2.8	Funds to purchase additional licenses for websites that assist with literacy skills (Starfall)	All students with an emphasis on students with disabilities, low SES, and English learners.	700 Title I Part A: Basic Grants Low-Income and Neglected
2.11			
2.14			

Annual Review

SPSA Year Reviewed: 2024-25

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.

Freeman Elementary experienced a slight decline in academic performance, with a 6% decrease in English Language Arts (ELA) and a 5% decrease in Math. This shift highlights the need for targeted support, particularly given the influx of new staff members. To address this, the school recognizes the importance of providing additional training and professional development opportunities. By investing in the growth of our educators, we aim to enhance instructional quality and better support student learning, ultimately working towards reversing these trends and achieving academic improvement across all subjects.

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

Building on previous years' successes, Freeman Elementary will maintain its proven strategies while refining its approach to further enhance student achievement. Given the effectiveness of our established methods, we will continue to focus on these core strategies while introducing targeted improvements.

To address the specific needs of Students with Disabilities (SWDs), we will integrate Universal Design for Learning (UDL) principles into our instructional framework. This approach will involve:

Enhancing lesson plans with UDL strategies to provide multiple means of engagement, representation, and action/expression.

Offering flexible learning environments where information is presented in various formats, allowing students to engage with content in ways that best suit their learning styles.

Implementing digital materials when possible to increase accessibility and support diverse learning needs.

Providing teachers with professional development on UDL principles and their practical application in the classroom.

Regularly assessing the effectiveness of UDL strategies through a cycle of proactive design, implementation, and reflection.

By incorporating these UDL principles, we aim to create a more inclusive learning environment that addresses the diverse needs of all students, particularly SWDs, while building upon our existing successful 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.

Given the significant influx of new staff members, Freeman Elementary will continue to build upon the foundational training provided this year. This ongoing professional development will ensure that all educators are well-equipped to deliver high-quality instruction.

In addition, many teachers have made significant strides in creating unit plans during the current academic year. Moving forward into the following year, these educators will refine and enhance their unit plans, leveraging the insights and experiences gained from this year's efforts. This iterative process will allow teachers to tailor their instructional strategies further, ensuring that they are aligned with best practices and tailored to meet the evolving needs of our students. By refining these plans, we aim to create a more cohesive and effective curriculum that supports student success across all grade levels.

The focus will continue with the Professional Learning Community (PLC) framework, which includes Response to Intervention (RTI) time.

Dr. John Hattie's Research found that these components of a PLC framework are high-impact strategies: RTI- (Effect Size 1.29), Providing Formative Evaluation - (Effect Size .90), Acceleration (Effect Size .88), Micro-Teaching (Effect Size .88), Feedback Effect Size .73), Small-Group Learning (Effect Size .49), Learning Goals (Effect Size .68), Master Learning (Effect Size .57), Collective Teacher Efficacy (Effect Size 1.57). In addition to these, another high-impact strategy is when teachers work together as evaluators of their impact, which has an effect size of .90. All of these

strategies are found in the PLC framework. As new research becomes available, Dr. Hattie compiles the new research into his existing effect sizes, so the effect sizes may slightly change. It is important to note that throughout the past 20 years, his visible learning research has remained constant, and there have been no major shifts in his effect sizes. As new research gets added, this reinforces the validity of his research.

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.

Freeman Elementary has 60.9% of students demonstrating progress in ELPI levels. While this high percentage is commendable, we recognize the importance of continued improvement. Our goal is to expand this success, striving to reach even more students and increase the overall percentage of students making progress. By maintaining a focus on targeted interventions and instructional strategies, we aim to ensure that all students have the opportunity to excel and reach their full potential.

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 2023-24- 21% of English Learners were reclassified.	By 2026, Freeman will maintain a reclassification rate of more than 20%.
Reclassification Rate of long-term English learners LTEL's	2024-2025- There are no LTELs at Freeman.	Reclassify all LTEL's.
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. 2023-24- 60.9% are making English Learner progress	Increase the number of students who are making progress on the English Learner Progress Indicator to 62%.

Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)	2022-23- 45% are making typical growth in I-ready ELA. 42% are making typical growth in i-Ready for Math. 2023-24- 38% are making typical growth in I-ready ELA. 41% are making typical growth in i-Ready for Math. 2024-25- 36% are making typical growth in ELA and 42% are making typical growth in math.	By March 2026, English Learners' typical growth will increase to 42% in reading and 43% in math as measured by the end-of-year I-ready examination.
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment.	2022-23- (3.67) 2023-2024- (3.41) 2024-2025- (3.5)	Continue to improve to an average of 3.7
School rating of EL (English Learner) Roadmap Principle 2 on the self-assessment.	2025- 3.7	By April 2026, increase the rating from a 3.7 to a 4.0 as measured by self assessments.
Percentage of English Learner students who meet or exceed annual typical growth in iReady reading and math (elementary)	ELA- 2022-2023- 58% 2023-2024- 55% 2024-2025- 53% Math- 2022-2023- 52% 2023-2024- 51% 2024-2025- 47%	Improve ELA and Math growth scores to 58% in ELA and 52% in math.
"Reclassify 100% of all Dually-Identified SPED/EL students who have an Alternate Summative ELPAC Level 3. Reclassify 100% of all Dually-Identified SPED/EL students with a Summative ELPAC Level 4 who were assigned Domain Exemptions."	2025- 100% of students who met this criteria were reclassified.	Maintain 100% of students who meet the reclassification criteria are reclassified.

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	Over the past two years, Freeman Elementary has experienced significant staff changes, with new team members joining every grade level except third grade. To address this transition and ensure continued excellence in instruction, we have strategically allocated funds for comprehensive professional development. Our primary focus for this additional training will be enhancing our support for English Learners (ELs).	All students with an emphasis on students who are English Learners and socioeconomically disadvantaged.	2825 Supplemental/Concentration

	This targeted approach aims to equip our educators with the latest research-based strategies and best practices in EL instruction. Furthermore, we recognize the diverse needs within our EL population. As such, some of these funds will be dedicated to providing specialized enrichment and tutoring opportunities. These programs will particularly benefit: Newcomer EL students who are adjusting to both a new language and educational environment EL students who have not yet progressed to the next English Language Proficiency Indicator (ELPI) level By investing in both staff's professional growth and tailored support for our EL students, we aim to create a more inclusive and effective learning environment that promotes language acquisition and academic success for all students.		
--	--	--	--

Annual Review

SPSA Year Reviewed: 2024-25

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.

This year, Freeman Elementary expanded its tutoring initiatives for English Learner (EL) students, establishing more tutoring groups than in previous years. This strategic enhancement had a significant impact, as many EL students successfully advanced to higher English Language Proficiency Indicator (ELPI) levels. The increased availability of targeted support played a crucial role in facilitating this progress, demonstrating the effectiveness of our focused interventions in promoting language development and academic achievement among our EL population.

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 Elementary allocated funds to significantly expand tutoring opportunities for English Learner (EL) students. This strategic investment enabled us to provide more targeted support, helping to address the unique needs of our EL population and enhance their academic success. English Learner students participated in a culinary class to practice and expand their vocabulary.

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

Given the high percentage of students advancing at least one English Language Proficiency Indicator (ELPI) level, Freeman Elementary will continue to offer tutoring services as a key component of our support for English Learners. This decision reflects the program's proven effectiveness in promoting language development and academic progress among our EL students. By maintaining and potentially expanding these services, we aim to sustain and build upon this success, ensuring that all students have the opportunity to achieve their full potential.

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/maintaining opportunities for Freeman students to have active participation and have their voices heard 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
Number and demographic data of students who participated in focus groups.	2025- 19 students (11% Middle Eastern, 16% English Learners, 37% Hispanic, 11% Students with Disabilities, 21% White)	By 2026, increase the participation of students who have a disability on Youth Advisory Council to at least 16%.
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. 2024-25- 70% 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. 2024-25- 21 students participated in Youth Advisory Council.	Maintain a participation rate of more than 20 students.
Number of partnerships with community and other programs that provide students with opportunities to get engaged.	2025- 4 total (Booster's, School Site Council, Food Bank, Cool Schools)	Maintain or increase the number of opportunities that students have to become engaged.

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) plays a vital role in shaping the school's direction and fostering student engagement. Meeting regularly throughout the year, YAC members analyze data, interpret findings, and make informed decisions that benefit both the school and the broader community. They also attend SSC and Booster meetings and provide a student perspective when decisions are being made. The council serves as a representative voice for the entire student body, with non-YAC students encouraged to communicate their concerns and ideas through their YAC representatives. YAC members have expanded their influence this year by actively participating in key leadership committees, including Boosters and the School Site Council. YAC's responsibilities extend to enhancing school spirit and student life, including planning spirit days and other engaging activities. Freeman aims to cultivate a more engaged and empowered student body by providing meaningful pathways for youth involvement in school governance. To support these initiatives, funds will be allocated to: Compensate staff for expanding student leadership opportunities. Cover fees associated with attending Youth Empowerment Summits These investments will help develop students' leadership skills, broaden their perspectives, and reinforce the importance of civic engagement. By fostering a culture of youth leadership and active participation, Freeman enhances the school experience and prepares students to become informed, engaged citizens in their future communities.	All students will be served through this strategy.	1500 Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2024-25

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 previous years, students from the Youth Advisory Council (YAC) have successfully presented their initiatives and secured funding support from the Boosters, demonstrating their ability to advocate effectively for student-led projects.

Building on this success, this year saw an increase in YAC participation in School Site Council (SSC) and Booster team meetings. This enhanced engagement not only underscores the growing influence of YAC within the school community but also highlights the council's ability to collaborate with key stakeholders to advance student interests and shape school policies. By fostering these partnerships, YAC plays a vital role in shaping school activities and initiatives that benefit the entire student body.

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 provide assistance to the principal with facilitating meetings and assisting with student 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.

To further enhance the impact of Freeman's Youth Advisory Council (YAC), we are allocating funds to support student participation in leadership institutes. This initiative will empower YAC members to drive positive change within their school and community, fostering a culture of student leadership and civic engagement.

Additionally, we will introduce a new standing agenda item to YAC meetings: the "Representatives Report." This strategy will ensure that designated representatives regularly attend both Boosters and School Site Council (SSC) meetings, providing a consistent channel for communication and collaboration between these groups. By integrating YAC representatives into these key meetings, we aim to amplify student voices and perspectives, ensuring that their ideas and concerns are heard and addressed in school decision-making processes. This strategic approach will strengthen YAC's influence and promote a more inclusive and student-centered school environment.

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	\$94,121
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$245,126.00
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	\$93,075.00
Title I Part A: Parent Involvement	\$1,046.00

Subtotal of additional federal funds included for this school: \$94,121.00

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 (\$)
Arts and Music in Schools	\$79,036.00
Site Discretionary	\$13,672.00
Supplemental/Concentration	\$58,297.00

Subtotal of state or local funds included for this school: \$151,005.00

Total of federal, state, and/or local funds for this school: \$245,126.00

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
Arts and Music in Schools	79,036.00
Site Discretionary	13,672.00
Supplemental/Concentration	58,297.00
Title I Part A: Basic Grants Low-Income and Neglected	93,075.00
Title I Part A: Parent Involvement	1,046.00

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	79,036.00
	Site Discretionary	13,672.00
	Supplemental/Concentration	58,297.00
	Title I Part A: Basic Grants Low-Income and Neglected	93,075.00
	Title I Part A: Parent Involvement	1,046.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	104,011.00
Goal 2	136,790.00
Goal 3	2,825.00
Goal 4	1,500.00

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
Christine Ramirez	Classroom Teacher
Natalie Villalobos Gomez	Classroom Teacher
Shari Meyer	Classroom Teacher
Navdeep Basi	Other School Staff
Deysi Mora	Parent or Community Member
Genevieve Mauritz	Parent or Community Member
Moana Ruiz	Parent or Community Member
Karen Martinez	Parent or Community Member
Cristal Esquivel	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/17/25.

Attested:



Principal, Eduardo Gonzalez on 4/17/25



SSC Chairperson, Navdeep Basi on 4/17/25