



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	57727106056477	5/7/26	

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
White students continue to underperform, as compared to their peers

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

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Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

White students continue to underperform, as compared to their peers

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

-A needs assessment, surveys, and/or focus groups were conducted that included 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 a dialogue about the data and provided feedback on the root causes and next steps (action items) moving forward. An item the English Learner Advisory Committee (ELAC) identified as a potential need was to increase student and community engagement, particularly regarding how families can participate in students' learning experience.

Freeman staff felt that some experienced teachers were achieving above-average results in English Learner Development (ELD), math, and English Language Arts (ELA), and that it would be beneficial to provide more professional development opportunities for the staff who were not achieving at a high level. ELAC families discussed the importance of funding opportunities for students to gain career experience through a streaming network initiative and for teacher professional development. The teacher leadership (Guiding Coalition Team) identified a focus area that includes placing greater emphasis on positive student and community engagement to improve school climate. The Guiding Coalition team also discussed and agreed that continued support for the Read Naturally Live program, which now includes an artificial intelligence feature that can assist teachers in addressing reading gaps among students, is appropriate. The School Site Council (SSC) identified having a strong focus on ELA and community engagement.

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.

Our Chronic Absenteeism rate is 23%, a decrease from the previous year's 31.2%. Continuing to focus on Chronic Absenteeism rates will continue to improve student engagement results, as when students are absent frequently, their academic 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, including a review of LEA- and school-level budgeting, and addressed them through its implementation.

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

The 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 safety plan.

Comprehensive Needs Assessment:

The school conducted needs assessments and surveys with multiple stakeholder groups, including the English Language Advisory Committee (ELAC), 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 toward the completion of Specific, Measurable, Attainable, Relevant, and Timely (SMART) goals.

Some Key areas identified for improvement included:

- Additional incentives for positive behavior and attendance, from our staff and students.

-Increase ELA and student and community engagement

- Focus on small-group learning settings, from our ELAC committee, staff, and students.
- Desire for expanded student store offerings from our students.
- Continued interest in the Royal King's Dance Academy program from our staff and students.
- Appreciation for the Let's Get Moovin' sports program, from our staff and students.
- Interest in continuing with celebrating daily school attendance, from our staff and students.
- Focus on ELA achievement by continuing to emphasize classroom student engagement from our ELAC and staff.
- Engage families through a family literacy and science night, from our ELAC and staff.

Plan Approval:

SSC reviewed the plan and approved it on May 7, 2026. ELAC reviewed and approved the plan on March 26, 2026.

More Identified Key Strategies:

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

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 develop a comprehensive, effective plan for student achievement and school improvement.

Freeman's site plan is directly aligned 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.

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.

Chronic Absenteeism - Red - EL students, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities. Orange - White Students

Suspension - Red - Hispanic Students, Socioeconomically Disadvantaged Students, White Orange - EL Students.

English Learner Progress - Red - English Learners

English Language Arts - Red - English Learners, Students with Disabilities. Orange - Hispanic, Socioeconomically Disadvantaged Students.

Math - Red - Students with Disabilities. Orange - Hispanic Students, EL Students, Socioeconomically Disadvantaged Students.

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 Math and English Language Arts

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 EL students are "At the same level" or "below the other groups in math"

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.71%	0.24%	%	3	1	
African American	3.56%	2.41%	1.28%	15	10	5
Asian	4.04%	4.10%	4.86%	17	17	19
Filipino	0.71%	0.72%	0.51%	3	3	2
Hispanic/Latino	73.87%	76.63%	75.45%	311	318	295
Pacific Islander	%	0.48%	0.26%		2	1
White	10.45%	10.12%	12.02%	44	42	47
Two or More Races	3.80%	3.37%	3.07%	16	14	12
Not Reported	2.85%	1.93%	2.56%	12	8	10
Total Enrollment				421	415	391

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		3	20
Kindergarten	42	46	43
Grade 1	63	55	39
Grade 2	66	55	48
Grade3	62	62	56
Grade 4	53	69	64
Grade 5	67	59	64
Grade 6	63	66	57
Total Enrollment	421	415	391

Conclusions based on this data:

1. The percentage of students who identify as Hispanic has remained steady over the last year even though the number of students enrolled at Freeman has decreased. There is a greater need for cultural events that involve Hispanic students than in years past and improve our collaboration with parents and the community of our school.

2. There is a need to recruit more students to our TK and preschool feeder programs. This could mean that many parents in our community do not understand the importance of our preschool or TK classrooms in student success. We need more information, or workshops that demonstrate what is being taught and why this is essential to student preparation for kindergarten.
3. For the third straight year, the total enrollment of students has declined at Freeman. This is due to the lack of new housing options in the Freeman part of the school district. It could also be because parents are electing to not send their students to Freeman. More research is needed to properly address this occurrence.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	108	109	105	25.7%	26.3%	26.9%
Fluent English Proficient (FEP)	71	69	51	16.9%	16.6%	13.0%
Reclassified Fluent English Proficient (RFEP)	13	24	8	12%	22%	7%

Conclusions based on this data:

1. Even with a decrease in the total student population, the percentage of EL students has remained steady. This will, more than likely, always remain constant at Freeman. We need to ensure that we continuing with interventions for teachers and purchase new curriculum that we intentionally push into the classroom.
2. There was a decrease in the total student population and a decrease in the percentage of Fluent English Proficient students in 2025-2026. This should continue to decrease with our increase in teacher interventions, leveling of our classrooms by proficiency to make direct instruction more efficient and implement new curriculum in our English Language classrooms.
3. Even with the changes total student population, the number of students classified as EL remains close to 110. This should decrease as we increase in teacher interventions, level our classrooms by proficiency to make direct instruction more efficient and implement new curriculum in our English Language classrooms.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	48	60	61	45	59	53	45	59	53	93.8	98.3	86.9
Grade 4	60	56	67	60	51	64	60	51	64	100.0	91.1	95.5
Grade 5	50	62	58	49	61	53	49	61	53	98.0	98.4	91.4
Grade 6	79	53	67	77	52	64	77	52	64	97.5	98.1	95.5
All Grades	237	231	253	231	223	234	231	223	234	97.5	96.5	92.5

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2422.	2356.	2399.	24.44	3.39	16.98	31.11	20.34	22.64	22.22	22.03	22.64	22.22	54.24	37.74
Grade 4	2409.	2433.	2407.	3.33	15.69	7.81	15.00	27.45	15.63	31.67	11.76	25.00	50.00	45.10	51.56
Grade 5	2471.	2455.	2451.	14.29	4.92	13.21	22.45	27.87	24.53	30.61	22.95	18.87	32.65	44.26	43.40
Grade 6	2512.	2460.	2461.	11.69	7.69	1.56	29.87	17.31	17.19	25.97	23.08	35.94	32.47	51.92	45.31
All Grades	N/A	N/A	N/A	12.55	7.62	9.40	24.68	23.32	19.66	27.71	20.18	26.07	35.06	48.88	44.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.67	5.08	5.66	77.78	57.63	73.58	15.56	37.29	20.75
Grade 4	6.67	11.76	3.13	53.33	58.82	67.19	40.00	29.41	29.69
Grade 5	16.33	4.92	5.66	63.27	65.57	66.04	20.41	29.51	28.30
Grade 6	10.39	9.62	6.25	55.84	38.46	51.56	33.77	51.92	42.19
All Grades	9.96	7.62	5.13	61.04	55.61	64.10	29.00	36.77	30.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.56	1.69	22.64	64.44	47.46	39.62	20.00	50.85	37.74
Grade 4	0.00	13.73	3.13	55.93	45.10	57.81	44.07	41.18	39.06
Grade 5	12.24	6.56	5.66	46.94	59.02	56.60	40.82	34.43	37.74
Grade 6	14.29	5.77	0.00	46.75	42.31	56.25	38.96	51.92	43.75
All Grades	10.43	6.73	7.26	52.61	48.88	52.99	36.96	44.39	39.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.67	5.08	11.32	73.33	74.58	71.70	20.00	20.34	16.98
Grade 4	11.67	3.92	10.94	68.33	78.43	64.06	20.00	17.65	25.00
Grade 5	6.12	9.84	3.77	73.47	78.69	69.81	20.41	11.48	26.42
Grade 6	16.88	11.54	3.13	63.64	55.77	71.88	19.48	32.69	25.00
All Grades	11.26	7.62	7.26	68.83	72.20	69.23	19.91	20.18	23.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.78	8.47	11.32	62.22	52.54	62.26	20.00	38.98	26.42
Grade 4	3.33	11.76	4.69	76.67	62.75	70.31	20.00	25.49	25.00
Grade 5	18.37	4.92	18.87	57.14	60.66	49.06	24.49	34.43	32.08
Grade 6	12.99	5.77	4.69	68.83	61.54	68.75	18.18	32.69	26.56
All Grades	12.55	7.62	9.40	67.10	59.19	63.25	20.35	33.18	27.35

Conclusions based on this data:

1. The number of students meeting the standards has been decreasing over the past three years. With the other parts of the test scores being roughly the same over the same period, research into student effort and anxiety need to be examined as a factor.

2. There are less students participating in testing in 24-25. This is below the 95% threshold for the state and is a downward pull on our school test scores. Parents are opting their student out of the test before they understand what the assessment is like now. Less emphasis will be placed on activities to prepare students for the high stakes assessment to decrease anxiety.
3. Writing is showing the least number of students at, or above standard when compared to the other components. Focus on writing is shown to be necessary if progress in ELA is to be achieved.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	48	60	61	45	59	56	45	59	56	93.8	98.3	91.8
Grade 4	60	56	67	59	55	66	59	55	66	98.3	98.2	98.5
Grade 5	50	62	58	49	62	54	49	62	54	98.0	100	93.1
Grade 6	79	53	67	78	53	64	78	53	64	98.7	100	95.5
All Grades	237	231	253	231	229	240	231	229	240	97.5	99.1	94.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2442.	2394.	2400.	24.44	3.39	10.71	24.44	25.42	28.57	35.56	33.90	12.50	15.56	37.29	48.21
Grade 4	2432.	2446.	2437.	1.69	10.91	6.06	18.64	21.82	24.24	44.07	29.09	36.36	35.59	38.18	33.33
Grade 5	2469.	2469.	2467.	10.20	3.23	11.11	16.33	22.58	12.96	32.65	32.26	33.33	40.82	41.94	42.59
Grade 6	2503.	2430.	2447.	14.10	3.77	1.56	17.95	13.21	7.81	32.05	18.87	29.69	35.90	64.15	60.94
Grade 11															
All Grades	N/A	N/A	N/A	12.12	5.24	7.08	19.05	20.96	18.33	35.93	28.82	28.33	32.90	44.98	46.25

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	37.78	13.56	26.79	46.67	62.71	39.29	15.56	23.73	33.93
Grade 4	6.78	7.27	9.09	61.02	54.55	57.58	32.20	38.18	33.33
Grade 5	16.33	12.90	14.81	46.94	56.45	51.85	36.73	30.65	33.33
Grade 6	19.23	5.66	1.56	43.59	37.74	40.63	37.18	56.60	57.81
Grade 11									
All Grades	19.05	10.04	12.50	49.35	53.28	47.50	31.60	36.68	40.00

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.44	5.08	7.14	55.56	54.24	46.43	20.00	40.68	46.43
Grade 4	5.08	9.09	6.06	49.15	52.73	51.52	45.76	38.18	42.42
Grade 5	10.20	1.61	5.56	48.98	45.16	53.70	40.82	53.23	40.74
Grade 6	7.69	1.89	0.00	51.28	37.74	54.69	41.03	60.38	45.31
All Grades	10.82	4.37	4.58	51.08	47.60	51.67	38.10	48.03	43.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.22	5.08	12.50	62.22	64.41	50.00	15.56	30.51	37.50
Grade 4	1.69	14.55	7.58	64.41	60.00	62.12	33.90	25.45	30.30
Grade 5	8.16	1.61	3.70	61.22	66.13	44.44	30.61	32.26	51.85
Grade 6	7.69	3.77	3.13	66.67	39.62	53.13	25.64	56.60	43.75
All Grades	9.09	6.11	6.67	64.07	58.08	52.92	26.84	35.81	40.42

Conclusions based on this data:

1. Overall, the number of students not meeting standards rose sharply in 24-25. This is statistical evidence that students are struggling with communicating reasoning and concepts and procedures. It could mean that we need to align our curricular outcomes vertically during our professional learning community meetings before school ends this academic year.
2. The number of students meeting the standards has been decreasing over the past three years. With the other parts of the test scores being roughly the same over the same period, research into student effort and anxiety need to be examined as a factor. We need to address how we present the testing window to our community and assist our students with providing the least amount of distractions as possible while testing.
3. Students are scoring the highest in using appropriate tools and strategies to solve real world and mathematical problems in 24-25. This is a win. However, it shows that students can use the tools if they are shown how and when to use them. More interventions for teachers need to be implemented to assist students with this important step.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1414.1	1413.6	1410.1	1412.8	1418.8	1422.1	1416.6	1401.3	1381.9	17	13	14
1	1414.3	1412.6	1352.4	1442.7	1454.3	1390.2	1385.5	1370.4	1314.3	15	16	12
2	1454.2	1470.8	1449.1	1460.8	1491.1	1477.4	1447.3	1449.9	1420.2	21	15	17
3	1498.6	1497.5	1441.2	1508.2	1511.2	1434.6	1488.8	1483.3	1447.3	19	23	18
4	1517.4	1497.4	1496.9	1521.8	1503.3	1500.3	1512.5	1490.9	1493.0	13	19	22
5	*	*	1482.3	*	*	1476.0	*	*	1488.0	9	10	15
6	1525.3	*	*	1534.3	*	*	1515.8	*	*	16	7	7
All Grades										110	103	105

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.76	23.08	7.14	58.82	30.77	28.57	17.65	23.08	42.86	11.76	23.08	21.43	17	13	14
1	0.00	0.00	0.00	13.33	25.00	16.67	53.33	43.75	33.33	33.33	31.25	50.00	15	16	12
2	0.00	20.00	0.00	14.29	40.00	35.29	80.95	20.00	35.29	4.76	20.00	29.41	21	15	17
3	21.05	13.04	0.00	36.84	34.78	33.33	31.58	47.83	11.11	10.53	4.35	55.56	19	23	18
4	23.08	26.32	22.73	53.85	26.32	27.27	15.38	21.05	31.82	7.69	26.32	18.18	13	19	22
5	*	*	6.67	*	*	33.33	*	*	13.33	*	*	46.67	*	*	15
6	6.25	*	*	62.50	*	*	18.75	*	*	12.50	*	*	16	*	*
All Grades	11.82	19.42	7.62	37.27	31.07	29.52	36.36	30.10	25.71	14.55	19.42	37.14	110	103	105

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.65	23.08	7.14	52.94	38.46	28.57	11.76	15.38	42.86	17.65	23.08	21.43	17	13	14
1	6.67	37.50	25.00	26.67	37.50	25.00	53.33	6.25	16.67	13.33	18.75	33.33	15	16	12
2	0.00	33.33	23.53	52.38	46.67	47.06	47.62	13.33	17.65	0.00	6.67	11.76	21	15	17
3	42.11	56.52	16.67	42.11	39.13	22.22	5.26	0.00	22.22	10.53	4.35	38.89	19	23	18
4	69.23	36.84	45.45	15.38	36.84	36.36	7.69	10.53	4.55	7.69	15.79	13.64	13	19	22
5	*	*	33.33	*	*	20.00	*	*	6.67	*	*	40.00	*	*	15
6	56.25	*	*	25.00	*	*	6.25	*	*	12.50	*	*	16	*	*
All Grades	30.00	41.75	27.62	38.18	37.86	28.57	21.82	6.80	16.19	10.00	13.59	27.62	110	103	105

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	15.38	7.14	25.93	23.08	14.29	33.33	46.15	57.14	40.74	15.38	21.43	27	13	14
1	0.00	0.00	0.00	0.00	12.50	16.67	9.09	6.25	8.33	90.91	81.25	75.00	22	16	12
2	0.00	6.67	0.00	0.00	40.00	23.53	30.77	6.67	23.53	69.23	46.67	52.94	13	15	17
3	0.00	8.70	0.00	4.55	13.04	11.11	27.27	43.48	27.78	68.18	34.78	61.11	22	23	18
4	4.17	5.26	4.55	0.00	21.05	18.18	20.83	36.84	54.55	75.00	36.84	22.73	24	19	22
5	8.70	*	0.00	4.35	*	6.67	43.48	*	53.33	43.48	*	40.00	23	*	15
6	6.25	*	*	6.25	*	*	62.50	*	*	25.00	*	*	16	*	*
All Grades	5.45	6.80	1.90	20.00	22.33	15.24	36.36	30.10	37.14	38.18	40.78	45.71	110	103	105

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.53	15.38	7.14	52.94	61.54	71.43	23.53	23.08	21.43	17	13	14
1	20.00	50.00	41.67	73.33	31.25	33.33	6.67	18.75	25.00	15	16	12
2	0.00	20.00	5.88	90.48	73.33	82.35	9.52	6.67	11.76	21	15	17
3	21.05	26.09	5.56	63.16	69.57	38.89	15.79	4.35	55.56	19	23	18
4	38.46	26.32	18.18	53.85	47.37	68.18	7.69	26.32	13.64	13	19	22
5	*	*	6.67	*	*	66.67	*	*	26.67	*	*	15
6	12.50	*	*	75.00	*	*	12.50	*	*	16	*	*
All Grades	18.18	29.13	12.38	68.18	55.34	60.00	13.64	15.53	27.62	110	103	105

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.76	30.77	14.29	76.47	46.15	64.29	11.76	23.08	21.43	17	13	14
1	6.67	25.00	16.67	73.33	62.50	41.67	20.00	12.50	41.67	15	16	12
2	4.76	66.67	58.82	90.48	26.67	35.29	4.76	6.67	5.88	21	15	17
3	63.16	60.87	41.18	31.58	34.78	29.41	5.26	4.35	29.41	19	23	17
4	69.23	73.68	59.09	23.08	10.53	27.27	7.69	15.79	13.64	13	19	22
5	*	*	50.00	*	*	14.29	*	*	35.71	*	*	14
6	81.25	*	*	12.50	*	*	6.25	*	*	16	*	*
All Grades	39.09	58.25	42.72	51.82	29.13	33.01	9.09	12.62	24.27	110	103	103

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.76	15.38	0.00	76.47	69.23	78.57	11.76	15.38	21.43	17	13	14
1	6.67	6.25	0.00	6.67	6.25	25.00	86.67	87.50	75.00	15	16	12
2	4.76	6.67	5.88	42.86	46.67	35.29	52.38	46.67	58.82	21	15	17
3	5.26	4.35	0.00	36.84	47.83	47.06	57.89	47.83	52.94	19	23	17
4	7.69	5.26	0.00	69.23	42.11	36.36	23.08	52.63	63.64	13	19	22
5	*	*	0.00	*	*	46.67	*	*	53.33	*	*	15
6	6.25	*	*	37.50	*	*	56.25	*	*	16	*	*
All Grades	9.09	6.80	0.96	42.73	42.72	42.31	48.18	50.49	56.73	110	103	104

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	41.18	38.46	28.57	47.06	30.77	50.00	11.76	30.77	21.43	17	13	14
1	0.00	0.00	0.00	66.67	56.25	25.00	33.33	43.75	75.00	15	16	12
2	4.76	20.00	0.00	71.43	53.33	64.71	23.81	26.67	35.29	21	15	17
3	26.32	4.35	5.56	57.89	86.96	61.11	15.79	8.70	33.33	19	23	18
4	38.46	31.58	22.73	46.15	42.11	54.55	15.38	26.32	22.73	13	19	22
5	*	*	0.00	*	*	60.00	*	*	40.00	*	*	15
6	12.50	*	*	75.00	*	*	12.50	*	*	16	*	*
All Grades	19.09	16.50	11.43	60.91	57.28	52.38	20.00	26.21	36.19	110	103	105

Conclusions based on this data:

1. The first grade subgroup received more intensive training and peer collaboration this year to address a lack of improvement over the past three years. Teachers also had four rounds of interventions to assist them with

presenting better instructional experiences using speaking, listening, and writing anchors. We will work as a PLC to focus on common formative assessments. We have leveled our Grade 1-2 and 4-6 classrooms to improve the effectiveness of our instruction.

2. The percentage of students at the well developed and somewhat/moderately developed level has decreased in the last year. There is evidence that this is due to not utilizing the proper curriculum to some classrooms. Teachers also had four rounds of interventions to assist them with presenting better instructional experiences using speaking, listening, and writing anchors. We will also purchase a new English Language curriculum that will assist us with classroom instruction and common formative assessments. We have leveled our Grade 1-2 and 4-6 classrooms to improve the effectiveness of our instruction.
3. There are still three or four asterisks in 5th and 6th grades reports. There are fewer students to reclassify. This will improve with the leveling of our English Language classrooms and the purchase, and intentional use of, a new curriculum. We have also had four rounds of interventions to assist teachers with presenting better instructional experiences using speaking, listening, and writing anchors.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
415	88.2%	26.3%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	109	26.3%
Foster Youth	3	0.7%
Homeless	7	1.7%
Socioeconomically Disadvantaged	366	88.2%
Students with Disabilities	114	27.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.4%
American Indian	1	0.2%
Asian	17	4.1%
Filipino	3	0.7%
Hispanic	318	76.6%
Two or More Races	14	3.4%
Pacific Islander	2	0.5%
White	42	10.1%

Conclusions based on this data:

1. 88.2% of students are economically disadvantaged. This will more than likely not change over time. This has led to a need for increased after-school interventions on campus and more activities that integrate parents and guardians into the educational curriculum so they can get the tools they need to support their students while off campus.
2. 27% of Freeman students have been evaluated and found to have a learning disability. This has placed more pressure on the campus to meet daily individual academic needs of our most needy students. It also means that we have a need for a year round school psychological team to complete the evaluation of our students. It could mean that we need to investigate how we identify students who need more intensive academic assistance.
3. Seven students are homeless. This has led to a need for increased after-school interventions on campus and more activities that integrate parents and guardians into the educational curriculum so they can get the tools they need to support their students while off campus. Also, it points to more collaborative work with our community to ensure that students and parents have the assistance they need to meet their daily needs.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Freeman must work to increase the overall performance from Orange to Yellow in math and reading in two of our subgroups. Overall, the average score rose in both areas, but less students are taking the test because of opt outs. Parents are concerned about the anxiety of their student, but there is less understanding that this is the third time this academic year that the students have taken the assessment. There is also a need to decrease the amount of pre-test anxiety brought on by the school pre exam activities. We will decrease our role in raising the anxiety level of parents and students.

2. Chronic absenteeism is high among all student groups except for white students. The school needs to have more for students and families to be involved in while on campus. The media center streaming channel will be an emphasis for us this year.
3. Our suspension and EL progress scores are in the red. There is a need to focus on tier one supports for students in the classroom and more emphasis on behaviorist and school counselor interventions as alternatives to suspension.

School and Student Performance Data

Academic Performance English Language Arts

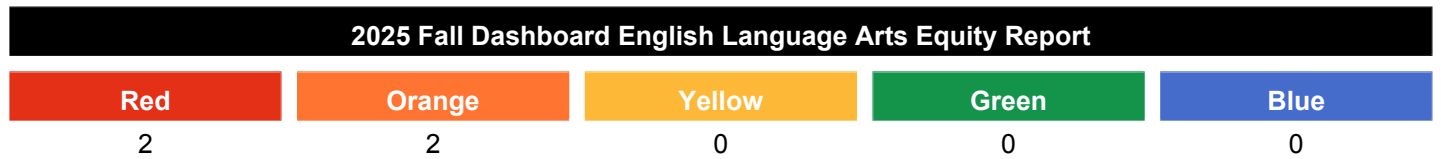
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 50.1 points below standard Maintained -2.2 points 234 Students	English Learners  Red 79 points below standard Declined 11 points 82 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Orange 55.1 points below standard Declined 6.3 points 210 Students

Students with Disabilities  Red 108.3 points below standard Declined 25.9 points 61 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 53.7 points below standard Declined 8 points 185 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 26.3 points below standard Maintained -0.1 points 25 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students are 55.1 points below standard. More emphasis needs to be placed on supporting these students by focusing on re-stating the question and answering the question by citing evidence. Also, assisting students to try to take the assessment seriously, instead of trying to finish before everyone else.
2. Students With Disabilities are 108.3 points below standard in ELA. Although this is consistent at most schools, more emphasis on separate settings, more emphasis needs to be placed on supporting these students by focusing on re-stating the question and answering the question by citing evidence. Also, assisting students to try to take the assessment seriously, instead of trying to finish before everyone else.
3. EL students are 79 points below standard. More emphasis needs to be placed on supporting these students by focusing on re-stating the question and answering the question by citing evidence. Also, assisting students to try to take the assessment seriously, instead of trying to finish before everyone else.

School and Student Performance Data

Academic Performance Mathematics

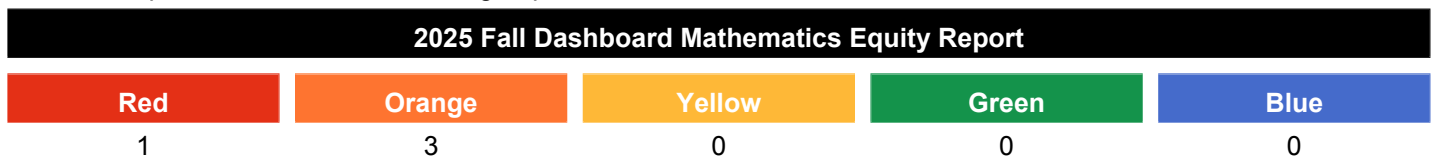
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 55.7 points below standard Maintained -1.9 points 235 Students	English Learners  Orange 64.1 points below standard Maintained 1.8 points 85 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Orange 60.9 points below standard Declined 7 points 213 Students

Students with Disabilities  Red 121.4 points below standard Declined 40.8 points 61 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 56.3 points below standard Declined 7.3 points 188 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 54.5 points below standard Declined 5.4 points 25 Students

Conclusions based on this data:

1. In math, Freeman is Orange. One subgroup is in red. Overall, students are scoring higher; however, fewer students are taking the test, which affects the overall score. Emphasis needs to be placed on ensuring that parents understand that their student has already taken this assessment twice this academic year and that the state will monitor the third time. Also, many parents are opting their student out of the assessment without understanding how this is a different exam from the one they may have completed. Also, the school produces more anxiety with its pre-assessment activities. Less focus on the pre-assessment anxiety, and more support during the assessment is needed.
2. Students With Disabilities are 121.47 points below standard. This could be due to more emphasis needs to be placed on supporting these students by focusing on re-stating the question and answering the question by citing evidence. Also, assisting students to try to take the assessment seriously, focus on a quiet separate setting, and taking their time.
3. Hispanic students declined 7.3 points and are 56.3 points below the standard. Overall, their scores increased, but less students took the test and it put the school below the 95% threshold. Also, More emphasis needs to be placed on supporting these students by focusing on re-stating the question and answering the question by citing evidence. Also, assisting students to try to take the assessment seriously, instead of trying to finish before everyone else.

School and Student Performance Data

Academic Performance Science

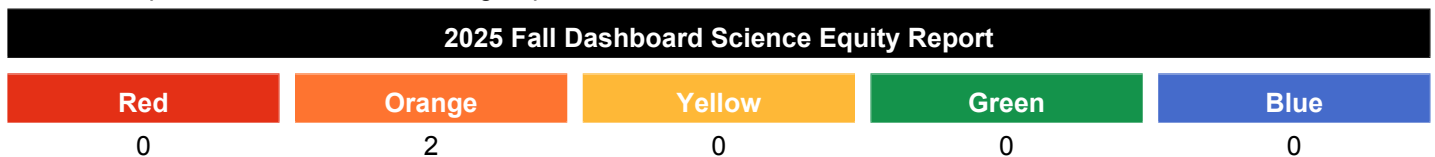
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 42.3 science points Increased 2.2 points 52 Students	English Learners  No Performance Color 35.9 science points Declined 7.4 points 27 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Orange 39.4 science points Maintained -1.3 points 47 Students

Students with Disabilities  No Performance Color 30.9 science points Declined 9 points 14 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 41.4 science points Maintained 0.9 points 43 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Conclusions based on this data:

1. All students group are in the yellow. This does not mean that all students did well, just that when compared to years prior, our students scored in the yellow. There is a need to spend more of our weekly academic time on our science curriculum. We will change how we integrate this into our days.
2. Socioeconomically disadvantaged students maintained the score from the prior year. This does not mean that all students did well, just that when compared to years prior, our students scored in the yellow. There is a need to spend more of our weekly academic time on our science curriculum. We will change how we integrate this into our days.
3. Students with disabilities have declined 9 points. This is some evidence that we need to spend more of our academic time focusing on science. More collaborative work with Sci Tech School in Knights Landing will assist us with involving our students and our families in our educational experience.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red 37.5 making progress. Number Students: 80 Students	 No Performance Color making progress. Number Students: 0 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.

2025 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
20.8%	41.6%	0%	37.7%

Conclusions based on this data:

1. 41.6% students maintained their ELPI level. There needs to be an emphasis on using the EL classroom materials and a renewed focus on speaking, writing, and listening in certain classrooms. This will continue assisting students who are making progress in some classrooms as they move grade levels.
2. 37.7% of English Learners progressed at least one ELPI level. This number should be much higher. There needs to be an emphasis on using the EL classroom materials and a renewed focus on speaking, writing, and listening in certain classrooms. This will continue assisting students who are making progress in some classrooms as they move grade levels.
3. 20.8% of students decreased one ELPI level. This is evidence that there needs to be an emphasis on using the EL classroom materials and a renewed focus on speaking, writing, and listening in certain classrooms. This will continue assisting students who are making progress in some classrooms as they move grade levels. We have also made some changes to the structure of our EL classrooms in particular grade levels to assist with this intentional focus.

School and Student Performance Data

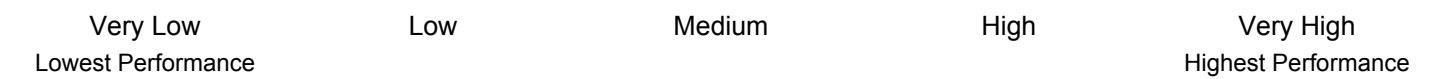
Academic Performance College/Career Report

The 2025 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.

2025 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 2025 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.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Red

31.2% Chronically Absent

Increased 3.5

442 Students

English Learners



Red

24.4% Chronically Absent

Increased 10

123 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Homeless



No Performance Color

30.8% Chronically Absent

0

13 Students

Socioeconomically Disadvantaged



Red

33% Chronically Absent

Increased 4.3

397 Students

Students with Disabilities  Red 44.8% Chronically Absent Increased 11.2 125 Students	African American  No Performance Color 30.8% Chronically Absent Declined 13 13 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 10.5% Chronically Absent Declined 1.2 19 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Red 32.7% Chronically Absent Increased 5.9 336 Students
Two or More Races  No Performance Color 30.4% Chronically Absent Increased 7.9 23 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 26.7% Chronically Absent Declined 12.5 45 Students

Conclusions based on this data:

1. The number of chronically absent students is at 31.2%. Even with constant reminders about the importance of school attendance, this continues to be an issue. Connection with the parents through direct messages from the teachers and calls from the office need to be used as well as rewards for students with perfect behavior.
2. The Students with Disabilities subgroup's chronically absent rate is very high at 44.8%. This could indicate a need for better connection with the parents through direct messages from the teachers and calls from the office need to be used as well as rewards for students with perfect behavior.
3. The Socioeconomically Disadvantaged Students chronically absent rate is 33%. These students may not have had the kind of structured environment that values school attendance. This could indicate a need for better connection with the parents through direct messages from the teachers and calls from the office need to be used as well as rewards for students with perfect behavior.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 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

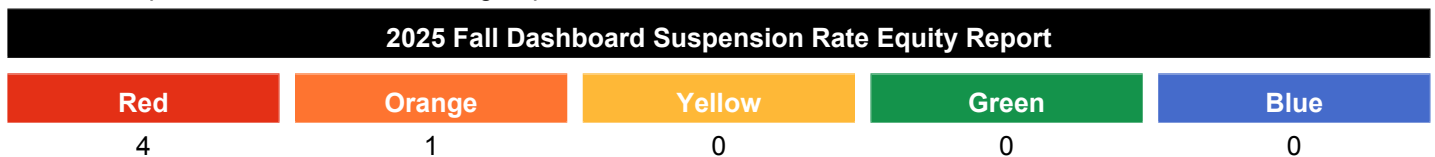
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 7.6% suspended at least one day Increased 3.6% 461 Students	English Learners  Orange 3.8% suspended at least one day Increased 3% 130 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Homeless  No Performance Color 0% suspended at least one day 13 Students	Socioeconomically Disadvantaged  Red 7.7% suspended at least one day Increased 3.7% 414 Students

Students with Disabilities  Red 11.7% suspended at least one day Increased 5.3% 128 Students	African American  No Performance Color 15.4% suspended at least one day Increased 2.9% 13 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 8.3% suspended at least one day Increased 8.3% 24 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Red 6.1% suspended at least one day Increased 3.7% 344 Students
Two or More Races  No Performance Color 24% suspended at least one day Increased 7.9% 25 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Red 8.2% suspended at least one day Increased 1.6% 49 Students

Conclusions based on this data:

1. Suspension rates among all students is at 7.6% at least one day. This indicates a need for more Tier 1 training for teachers as an alternative to having students miss time in a general education classroom. Also, use of alternatives to suspension may not have been used to their maximum potential.
2. Suspension rates among socioeconomically disadvantaged students is at 7.7% at least one day. These are vulnerable students who may not have had a lot of experience with structured environments. It could also indicate a need for more Tier 1 training for teachers as an alternative to having students miss time in a general education classroom. Also, use of alternatives to suspension may not have been used to their maximum potential.
3. White students were suspended at 8.2%. This is not the majority group at Freeman, but could indicate a different struggle. In any case, this indicates a need for more Tier 1 training for teachers as an alternative to having students miss time in a general education classroom. Also, use of alternatives to suspension may not have been used to their maximum 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 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 classroom student engagement in order to decrease Freeman's Chronic Absenteeism rate. Increase community engagement in our academic program designed to help with college and career readiness and academic achievement.

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 Music Pathway	2023-24 -81 students participated in our music pathway (19% of students participated in band.) 2024-25 - 76 students participated in the music pathway. 2025-2026- 91 students participated in our music pathway	Maintain or increase the number of students who participate in the music pathway.
Career Presentation Program	2026-2027 - Students who are participating in a career presentation given by community members	Fifty 4th through 6th grade students will attend and participate in a introduction to career exploration day
Falcon Network News participation	2026-2027 Students are introduced to production and presentation of Streaming a weekly news programs	Purchase Equipment and training of 40 students by teachers and professionals for live and recorded broadcasting.

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 focused on developing skills students will be required to demonstrate in college, career, and culturally relevant lives: PBIS License and rewards for positive behavioral choices	All students, with an emphasis on socioeconomically disadvantaged and EL students. This emphasis will always include all students, but ensures	6600 Title I Part A: Basic Grants Low-Income and Neglected 2500

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Funds will also be utilized to create and organize workshops that promote college or career options, including sports programs, the arts, and enrichment nights: "Let's Get Moving Program" Royal Kings Cultural Dance" Additionally, funds will be used to purchase equipment, train students, and engage community partners to assist with the development of a weekly streaming news production. Funds may also be used to bring in guest speakers for college week or to attend college or career-related field trips. A VAPA teacher will also be hired, and funds will be used to provide VAPA-related materials and supplies: .5 VAPA teacher and Visual and Performing Arts	that we focus on students who are not traditionally included. Title I funds will pay for PBIS, PBIS rewards, and college or career workshops.	Site Discretionary 72623 Arts and Music in Schools 15110 Supplemental/Concentration
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 our English Learners.	867 Title I Part A: Parent Involvement
1.3	Funds will be used for an afterschool intervention for enrichment	Emphasis on socioeconomically disadvantaged and EL students. This emphasis will always include all students, but ensures that we focus on students who are not traditionally included.	10500 Title I Part A: Basic Grants Low-Income and Neglected
1.12			

Annual Review

SPSA Year Reviewed: 2025-26

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 15% increase in participation, with the number of students rising from 76 to 93. It's important to consider that this occurred even with a decrease in overall enrollment. It's encouraging to note that during the 2025-26 school year, almost 25% 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 continued the "Let's Get Moovin'" program to promote physical activity during recess. 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 reduced funding, which may have limited its impact to one day a week.

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

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 limiting our 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 continuing to hire a dedicated staff member focused on Visual and Performing Arts. We will also work to extend the initiative by allowing our students to experience more art, music, and broadcast arts during earned extra time during the school day. This strategic move aims to 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 Positive Behavioral Interventions and Supports 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, and interventions focused on student engagement had a positive impact on student conduct. Furthermore, the Youth Advisory Council expressed enthusiasm for activities during unstructured time, underscoring the need for more career and active events involving students. They also indicated that they wanted more opportunities to learn about careers in broadcast science and culinary arts.

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, the Visual and Performing Arts (VAPA) will be continued for our 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 further improve math and literacy achievement and student outcomes. To address this, one of our key strategies will be to strengthen and prioritize the Professional Learning Community/Response To Intervention program and our library/media center. Students have consistently expressed their appreciation for small-group instruction, noting that it significantly enhances their learning experience, and a need for more activities related to the library/media center.

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).	2022-23- The student's performance level in ELA is medium (yellow). 2023-24- The student's performance level in ELA is orange (low). 2024-25- The student's performance level in ELA is medium (yellow).	By May 2027, Freeman will improve to the yellow or medium-performance level.
Level of Students with Disabilities (SWDs) on the California Dashboard in Math and ELA.	2022-23: In math and ELA, SWD are in the low or red category. 2023-24- In math, SWDs are yellow or medium, and in ELA, SWDs are red or very low. 2024-25: In math and ELA, SWD are in the low or red category.	By May 2027, the SWD's achievement level in ELA will also increase to the orange level.
Performance level on Math	2022-23- In math, the student's performance level is medium (yellow). 2023-24- In math, the student performance level is low or orange.	By May 2027, Freeman will improve to the yellow or medium level.

	2024-25- In math, student performance is low or orange.	
Student sense of safety and school connectedness	2022-23 - 76% of fifth-grade students selected Yes, most of the time" for school connectedness. 2023-24- 69% of fifth-grade students selected Yes, most of the time " for school connectedness. (10 Respondents) 2024-25- 79% of fifth-grade students selected "Yes, most of the time" for school connectedness. 2025-26 - 74% of fifth-grade students selected Yes, most of the time" for school connectedness.	Increase students' sense of safety from 74% to 78%.
Suspension rate	2022-23- The suspension rate is 4.3%. 2023-24- The suspension rate is 4%. 2024-25- The suspension rate is 7.6%.	By May 2027, decrease/maintain the suspension rate to less than 4%
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	2022-23 - 51% of students had reached typical growth targets; in math, 44% had met their 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 2025-26 - 43% of students had reached their typical ELA growth targets, and 64% had met their typical math growth targets.	By April 15, 2027 students will increase their Growth targets by 5%
Percentage of students who are in the "No Concern" category of Externalizing Emotional Behaviors as measured by SSID. (SEL Competences)	Student Rating Fall 2025- 79.48% of students Spring 2026- 91.67% of students Teacher Rating Fall 2025- 79.74% of students Spring 2026- 94.40% of students	Increase student ratings to 85% for Fall 2026 and Spring 2027
Chronic absenteeism	23-24-Yellow at 32.7 %, EL students at 32.8%, students with disabilities at 37.8%. 24-25:Yellow at 27.7%, white students are red, with 39.1% 2025-26 - Red at 31.2%, white students 26.7%	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: 100% alignment of PLC lessons with grade-level enduring standards	All students with an emphasis on students who are low socioeconomically disadvantaged and English Learners.	8500 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Streamlining Communication through the consistent use of Google Docs for all grade-level weekly PLC meetings Focus on first-best instruction. Continued utilization of common formative assessments (CFAs). Continued use of the i-Ready Toolkit Continue implementation of SIPPS. Data-driven reflection on instructional impact Continued use of targeted intervention groups Continued use of 10 SMART goals per grade level annually		
2.2	Funds will be used to continue developing a video-streaming school news channel, which will be operated and produced by our students in the media center, and to purchase equipment to support mobile streaming. Training for our students and support teachers is essential. Funds will also be used to increase the number of books in our library/Media center for our EL students and ALD students. Funds will be used to redesign our library/media center to accommodate more books, increase literacy-based clubs and reading space, and support the media center project.	All students with an emphasis on students with disabilities, low SES, and English learners. Title I will be used for collaborative work between students and staff to design the media center. It will also be used for the purchase of library books and materials.	12250 Title I Part A: Basic Grants Low-Income and Neglected 3400 Site Discretionary
2.3	Professional Development: PBIS training and conference Continued Training in RTI development resources	This will benefit all students at Freeman. Title I funds will be used for professional development, training, and conferences.	3000 Title I Part A: Basic Grants Low-Income and Neglected 500 Supplemental/Concentration
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. Title I funds will be used for intervention groups held after school dismissal and our collaborative response to intervention work.	27632.42 Title I Part A: Basic Grants Low-Income and Neglected 7683 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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.	4490.58 Title I Part A: Basic Grants Low-Income and Neglected 11967 Supplemental/Concentration 1770 Site Discretionary
2.6	Funds to purchase additional licenses for websites that assist with literacy skills (ESGI) Funds to purchase a subscription for Read Naturally 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. Title I funds will be used for Educational Software for Guiding Instruction (ESGI) monitoring software and Read Naturally Live software licensing.	817 Supplemental/Concentration 5699 Title I Part A: Basic Grants Low-Income and Neglected
2.7	Funds to purchase headphones to assist with the Read Naturally Live program.	All students with an emphasis on students with disabilities, low SES, and English learners.	1000 Title I Part A: Basic Grants Low-Income and Neglected
2.8	Curriculum Alignment: Supplies Vertical alignment formation materials	All students with an emphasis on students with disabilities, low SES, and English learners.	4600 Supplemental/Concentration 4738.12 Site Discretionary
2.14			

Annual Review

SPSA Year Reviewed: 2025-26

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 decreases in English Language Arts (ELA) and Math scores on the SBAC. This shift highlights the need for targeted support. To address this, the school recognizes the importance of providing additional training and professional development opportunities. By investing in

the growth of our educators and the engagement of our students in their educational experience, we aim to enhance instructional quality and better support student learning, ultimately 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 our EL students and Students with Disabilities (SWDs), we will continue to integrate Universal Design for Learning (UDL) principles into our instructional framework. This approach will involve:

Enhancing lesson plans with Universal Design for Learning strategies to provide multiple means of engagement, representation, and action/expression.

Development of a video-streaming school news channel to be operated and produced by our students in the media center.

Increase the number of titles in our library/Media center for our EL students and Academic Language Development (ALD) students.

Redesign our library/media center to accommodate more titles, increase literacy-based clubs and reading space, and support the media center project.

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 Universal Design for Learning (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 EL and 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.

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.

We will have a renewed emphasis on increasing student engagement in and outside our classrooms.

In addition, many teachers have made significant strides in developing unit plans this academic year. Moving into the following year, these educators will refine 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 they align with best practices and 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.

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)	2023-24- 12% of English Learners were reclassified. 2024-25- 22% of English Learner Students were reclassified 2025-26- 7% of English Learner Students were reclassified	By 2027, Freeman will maintain a reclassification rate of more than 20%.
Reclassification Rate of long-term English learners LTEL's	2025-2026- There are no LTELs at Freeman.	Reclassify 100% of all LTEL's.
English Learner Progress Indicator (ELPI)	2023-24- 60.9% are making English Learner progress 2024-25 - 52.1% are making progress in English Learner. 2025-26 - 50.5% are making progress in English Learner.	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)	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% in math. 2025-26% - 50% are showing typical growth in I-ready ELA. 51% are making typical growth in i-Ready for Math.	By March 2027, 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.	2023-2024- (3.41) 2024-2025- (3.5) 2025-2026 - (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 2026-4	By April 2026, increase the rating from a 3.7 to a 4.0 as measured by self assessments.
"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. 2026- 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	We will strategically allocate funds for comprehensive professional development and GLAD training, Peer Observation and Collaboration, and instructional coaching. We will implement a "Family Reading Night" to increase community engagement in our core instruction for EL students. These strategies 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	All students with an emphasis on students who are English Learners and socioeconomically disadvantaged. Title I funds will be used for EL instructional materials for students and Family Reading Night/Latino Literacy Project.	500 Supplemental/Concentration 3500 Title I Part A: Basic Grants Low-Income and Neglected 500 Site Discretionary

Annual Review

SPSA Year Reviewed: 2025-26

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.

We also increased the number of training opportunities for our ELD teachers by organizing collaborative visits to ELD classrooms at other school sites and debriefing on the results observed.

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.

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 and teacher collaborative training visits to other ELD classrooms at other sites as key components of our support for English Learners.

We will also develop a streaming news channel in our Falcon Media Center, ensuring that our EL students have a prominent role in both the "on-camera work" and our production team. 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) 2026- 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.	2022-23- 58% of students completed the survey 2023-24- 58% of students completed the survey. 2025-26- 63% of students completed the survey.	Maintain or increase the number of student respondents.

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	All students will be served through this strategy with an emphasis on our socioeconomically low-income students,	1283 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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. 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.	English Learner students, and students with disabilities.	
4.2	Cover fees associated with Youth Advisory Committee attending the Youth Empowerment Summit	All students will be served through this strategy with an emphasis on our socioeconomically low-income students, English Learner students, and students with disabilities.	500 Site Discretionary
4.3	YAC, Morning announcements, Falcon Network News, Link to Science with Sci Tech, Buddy Leadership, FNN and Morning Announcements, Dance and fun organizations, Attendance parties Link to Science with Sci Tech initiative Buddy Leadership student mentorship Doughnuts with the Principal Principal for the Day	All students will be served through this strategy with an emphasis on our socioeconomically low-income students, English Learner students, and students with disabilities.	0

Annual Review

SPSA Year Reviewed: 2025-26

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 and ELAC committee meetings, demonstrating their ability to advocate effectively for student-led projects.

Building on this success, YAC participation in spirit week programs increased this year. 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. Emphasis will be on student leadership on campus and engagement on and off campus.

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, leadership in streaming channels, and mentorship programs. 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	\$84,039
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$212,530.12
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	\$83,172.00
Title I Part A: Parent Involvement	\$867.00

Subtotal of additional federal funds included for this school: \$84,039.00

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 (\$)
	\$0.00
Arts and Music in Schools	\$72,623.00
Site Discretionary	\$13,408.12
Supplemental/Concentration	\$42,460.00

Subtotal of state or local funds included for this school: \$128,491.12

Total of federal, state, and/or local funds for this school: \$212,530.12

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
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Expenditures by Funding Source

Funding Source	Amount
	0.00
Arts and Music in Schools	72,623.00
Site Discretionary	13,408.12
Supplemental/Concentration	42,460.00
Title I Part A: Basic Grants Low-Income and Neglected	83,172.00
Title I Part A: Parent Involvement	867.00

Expenditures by Budget Reference

Budget Reference	Amount
	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Arts and Music in Schools	72,623.00
	Site Discretionary	13,408.12
	Supplemental/Concentration	42,460.00
	Title I Part A: Basic Grants Low-Income and Neglected	83,172.00
	Title I Part A: Parent Involvement	867.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	108,200.00
Goal 2	98,047.12
Goal 3	4,500.00

Goal 4

1,783.00

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
Steven Brown	Principal
Christine Ramirez	Classroom Teacher
Natalie Villalobos Gomez	Classroom Teacher
Shari Meyer	Classroom Teacher
Navdeep Basi	Other School Staff
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

~~K. P. Singh~~

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 4/7/2026.

Attested:

Handwritten signature: *Handwritten signature*

Principal, Steven Brown on 4/7/26

SSC Chairperson, Navdeep Basi on 5/28/26